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ABSTRACT

Part of an international project undertaken by the members of the Council of Europe, this document is the second volume in a serial of biannual surveys which focus upon educational research in Norway. This volume covers 82 projects, whose fields of concentration comprise early childhood education, special education, languages, mathematics, social studies, natural sciences, physical education, school-parent relations, youth projects, educational management, vocational education, and adult education. The format used by researchers to present information about each project is as follows: project title; organizational/institutional affiliation; project leader; bibliographic references; background and aims; size and composition of sample; methods; main findings; number of workers; time schedule; funding source; and descriptors chosen from the European Documentation and Information System for Education (EUDISED) multilingual thesaurus for information processing in the field of education. (Author/DB)

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Survey of Educational Research in Norway 1973-74

The Royal Ministry of Church and Education
The Department of Research and Planning

Edited by Research Consultant Birgit Brock-Utne

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Introduction

The present volume of EDUCATIONAL RESEARCH IN NORWAY is the second in a serial of biannual surveys. It is the result of an international project, undertaken by member governments of the Council of Europe. The basis is a questionnaire, elaborated by the Council of Europe through its Committee for Educational Research.

The first volume - called EDUCATIONAL RESEARCH IN NORWAY 1971-1972 - was prepared in the National Council for Innovation in Education and was edited by research consultant Olav Sunnanå. It covered 45 projects.

The present volume - EDUCATIONAL RESEARCH IN NORWAY 1973-1974 - has been prepared in the Department of Research and Planning in the Royal Ministry of Church and Education. The editor has been research consultant Birgit Broch-Utne. The present volume covers 82 projects. The present volume is made to conform to EUDISED standards. The descriptors at the bottom of each project have been chosen from the EUDISED multilingual Thesaurus for information processing in the field of education. The Eudised Thesaurus has been worked out by the Council of Europe. Norway has profited by the offer made by the Council of Europe to have a person trained in the use of the Eudised Thesaurus. Rolf Kristiansen, who is by training both an educator and a librarian, has been trained in the use of Eudised. He has worked out descriptors to the projects in this volume. He has also prepared the indexes, both the English and the French version.

In Norway educational research is financed through various channels.

The largest sponsor of research projects is the National Council for Innovation in Education (NCIE) The projects run by NCIE are mostly developmental work. NCIE tries out reforms suggested by Parliament. NCIE is a council to the Ministry of Church and Education. The Ministry also has some research funds which it distributes directly. In 1975 and 1976 those funds will be used for research within certain problem areas decided upon in the Ministry.

The Universities have means for research of their own. Apart from the university funds most of the research grants by the Norwegian Council for Science and the Humanities goes to researchers located at the four universities (the University of Oslo, of Bergen, of Trondheim and of Tromsø).

The municipality of Oslo has its own research department located at the office of the Superintendent of Schools.

Lately there has been a tendency to decentralize both the funding and the location of research projects. The new regional colleges and the teacher colleges have started work in educational research and development. Also more municipalities are interested in using researchers to look at their special problems.

Additional copies of the present volume can be ordered from: The Department of Research and Planning, The Royal Ministry of Church and Education, Oslo-dep., Oslo, Norway.

Those who are interested in knowing more about any particular project mentioned in this volume are kindly requested to write the project leader of the institute where the project is located. A list of institutes is given at the back of this volume.

Oslo, August 5th 1975
Birgit Brock-Utne

EARLY CHILDHOOD EDUCATION

Project title

Day care centers for children - the cost of building

Organisation/Institute

The Norwegian Institute for Building Research

Project leader (s)

Architect Thorbjørn Hansen

Bibliographic references

"Standard og kvalitet på førskolens lokaler", stensil The Norwegian Institute for Building Research 1974

Background and aim (s)

According to the existing plans the building of new day care centers and kindergartens will amount to NKr. 600.000.000.- in the next 5 years. This project is going to throw light on the following questions:
Is it possible to bring the cost of building somewhat down ?
What building standard do the day care centers already have ?

Size and Composition of sample

We are going to perform a statistical analysis of data gathered from the 239 day care centers which have been built in the years 1969 and 1970.

Methods

We have sent out a questionnaire to all of the day care centers involved. We have also had unstructured interviews and talks with personnel working in 22 of the day care centers. We have also measured the amount of noise in the centers.

Main findings

The building standards are not satisfactory.

Number of workers

4

Time Schedule

Starting date:	February 1973
period of data collection:	Summer/autumn 1973
Date of completion:	Autumn 1974

Source of finance

The Ministry of Administration and Consumer Affairs

day-nursery	creche
nursery school	ecole maternelle
economic resources	ressources economiques
architecture	architecture
construction technique	technique de construction

Project title

The pre-school project

Organisation/Institute

The inspector of schools in Oslo, the Department of educational research

Project leader (s)

Cand. paed. Gunhild Hagesæther

Bibliographic references

Background and aim (s)

Our aim is to study the effect of going to pre-school on the achievements of the children in the 1st grade.
Does the applicaton for pre-school attendance show an unequal distribution when it comes to socio-economic background factors ?

Size and Composition of sample

Our sample consisted of 150 children divided into 3 groups. The experimental group consisted of children whose parents had applied for their pre-school attendance and where the applications had been granted. Control group A consisted of children whose parents also had applied for their pre-school attendance, but whose applications had been turned down. Control group B consisted of children whose parents had not applied for their pre-school attendance. The 3 groups are of approximately the same size.

Methods

We have administered questionnaires to the teachers and the pre-school teachers and have had interviews with them.
We have also had individual tests and group tests of the children.

Main findings

The project is not completed yet.
The findings so far seem to indicate that the pre-school attendance has positive effects which seems to last at least through the children's 2nd year of school attendance.

Number of workers

16

Time Schedule

Starting date:	January 1970
period of data collection:	Spring 1973
Date of completion:	Not completed yet

Source of finance

The Royal Ministry of Church and Education,
The Inspector of Schools in Oslo, the Department of educational research

pre-school education	education pre-scolaire
achievement	rendement
primary school	ecole primaire
socio-economic status	status socio-economique

Project title

Pre-school children in achievement situations

Organisation/Institute

Institute of Educational Research, the University of Oslo

Project leader (s)

Lise Vislie

Bibliographic references

Vislie, L.: Pre-school education and need achievement research.
In Norsk Pedagogisk Tidsskrift, 1973, 57, s. 28 - 40

Stens. manus.: Level of Aspiration - studies, I and II

References only available in Norwegian

Background and aim (s)

To study children's reactions in achievement situations in a developmental perspective. Achievement demands, coping behaviour, and failure reactions are regarded as important factors to be studied.

Size and Composition of sample

The project will comprise several stages with different samples and methods.
The 1st project: 67 children (5 - 6 years) from day nurseries in Oslo.

Methods

1st project: Ring-toss game. Free choice of distance from the peg. 1. series: No reward. 2. series: Reward promised for every hit.

Main findings

The children of these age groups have difficulties in hitting the peg. Generally they stand far away from the peg while throwing, even when a reward is promised. Impulsive reactions seem to be heavily controlled by socially approved achievement behaviour.

Number of workers

One (+ part-time assistant)

Time Schedule

Starting date:	1972
Period of data collection:	1. project 1972 - 1973
Date of completion:	1. project: Reported November 1973 (Level of Aspiration study II)

Source of finance

The Norwegian Research Council for Science and the Humanities 1972 - 73

achievement motivation	motivation d'accomplissement
aspiration	aspiration
performance	performance
day-nursery	creche

SPECIAL EDUCATION

Project title

Different forms of remedial teaching

Organisation/Institute

The school inspector of Oslo, Department of educational research

Project leader (s)

School inspector Finn Egeland

Bibliographic references

Background and aim (s)

We try through this investigation to find out how mothers, pupils and teachers look at the five most commonly used forms of remedial teaching in Norway: Special schools, special classes in a normal school, special groups in a normal class, additional teaching combined with normal school attendance and help within the frame of the normal school class.

Size and Composition of sample

We have used 30 schools in the Oslo area with approximately 1.750 children in the classes 3 to 6. Our sample also consists of approximately 1.750 mothers and approximately 600 teachers.

Methods

We are using achievement tests and intelligence tests.
We also gather data on the socio economic background of the children.
We also administered a questionnaire to the teachers, to the pupils and to the mothers.

Main findings

The investigation has not been completed yet.

Number of workers

1

Time Schedule

Starting date:	1969
period of data collection:	1970
Date of completion:	1975

Source of finance

The school inspector in Oslo, the Department of educational research.

remedial teaching	enseignement de rattrapage
parental attitude	attitude des parents
pupil	eleve
teacher behaviour	comportement de l'enseignant
socio-economic status	status socio-economique

Project title

The school clinic

Organisation/Institute

The inspector of schools in Oslo, the Department of educational research

Project leader (s)

Consultant Ada Holmen and consultant Liv Ramberg

Bibliographic references

Foreløpig rapport nr. 1 og 2 om forsøk med skoleklinikk, utgitt av skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid.

Artikkel i "P. I. P. - Forsøk i Osloskolen" nr. 1 - 1974 s. 14 - 16.

Background and aim (s)

We are trying to develop a model for remedial teaching in the classes 1 to 6. The lessons for remedial teaching are gathered and are located with one person or a very few persons at each school. Hereby we are trying to create a better foundation for observation of the pupils. We should also be able to intensify our help to pupils who are in need of remedial teaching. They will get their own room - the school clinic. In the project we are also trying out material to be used in the remedial teaching process.

Size and Composition of sample

We started out with 8 schools in 1972/73. These 8 schools consisted of 94 classes with 2.395 pupils (1st to 6th grade).
In 1973/74 we used 6 schools. They consisted of 53 classes with 1.280 pupils (4th to 6th grade).

Methods

We are using subject matter tests, intelligence-tests, and interviews. We have also administered questionnaires to the leaders of the school clinics, the homeroom teachers, the headmasters and the parents.

Main findings

The pupils, the teachers and the parents are all very satisfied with the school clinic. The pupils are now assured professional help within their own school. They feel socially well accepted in the class. The school clinic is now introduced as a normal arrangement in the schools of Oslo from the school year 1973/74.

Number of workers

2

Time Schedule

Starting date:	1968
period of data collection:	1968 till 1974
Date of completion:	1974

Source of finance

The inspector of schools in Oslo, the Department of educational research

remedial teaching	enseignement de rattrapage
observation	observation
special education	enseignement special
experimental class	classe experimentale

Project title

The possibilities and the short comings of the school: An analysis of 100 case studies.

Organisation/Institute

The State Teacher College of Special Education

Project leader (s)

Principal Solveig Rasch

Bibliographic references

Background and aim (s)

The project leader has been an inspector of schools in Oslo.
She has administered the section of special education. The aim of the project is to look closer at 100 cases where special education has been needed. What sort of special education has been given ? Which type of special education has been tried and not proved successful ?
How has the councelling functioned ? How has the regular school sitting functioned for these pupils?

Size and Composition of sample

Our sample consists of 100 pupils who have been in need for special education. The 100 pupils have all been in contact with the local school administration of Oslo and records of them are kept there.
The children have manifested nervous and behavioural problems.

Methods

We will be using records from the 100 pupils included in our sample.
We will make up case studies and analyse each separate case.
On the basis on our analysis we shall try to describe our sample through a more systematic approach. We shall try to describe certain developmental aspects in the lives of these children.

Main findings

The project has not been completed yet.

Number of workers

2

Time Schedule

Starting date:	September 1973
period of data collection:	the data were already there
Date of completion:	1975

Source of finance

The Royal Ministry of Church and Education

special education	enseignement special
remedial teaching	enseignement de rattrapage
guidance	orientation

Project title

Reorganization of a school structure. Effects and implications.

Organisation/Institute

The State Hospital for Child and Adolscence Psychiatry.

Project leader (s)

Anders Gauslaa

Bibliographic references

Gauslaa, A.: Et praktisk forsøk med ny skolestruktur ved Sogn skole ved Ungdomspsykiatrisk klinikk.
Vår Skole, nr. 4/5, 1974, Oslo.

Moltumyr, A.E.: Elevtrivsel og elevinnstilling til lærerne. En undersøkelse over 9. klassingers trivsel i skolen og deres innstilling til lærerne.
Institute of Educational Research
University of Oslo, 1973.

Background and aim (s)

The motivation for the experiment was to make the school able to meet and handle the instructional and therapeutic tasks in more flexible and adequate ways than the former traditional school structure permitted.

The experimental structure was designed according to a team model, presupposing extensive egalitarian teacher co-operation and an extended, shared teacher responsibility with respect to the pupils' daily life in school and the follow-up in their local or other schools after completed treatment at the Hospital.

Size and Composition of sample

The school has 60 - 70 pupils in all, at the ages of 12 - 18.
They are patients at the Hospital, suffering from different kinds of mental deseases.

Methods

a) General measures of well-being and adjustment and measures of pupils' attitudes towards the teachers, used in earlier investigations on the same grade levels in the public school. The purpose is partly to make comparisons with samples from a normal population.
b) Lists of items concerning the pupils' feelings of some distinct conditions.
c) The teachers' evaluation of the pupils' well-being and adjustment within the school setting.
d) Background data from the pupils' local schools and from their case records.

Main findings

The project is not completed yet.

Number of workers

3

Time Schedule

Starting date:	Autumn 1973
period of data collection:	June 1974
Date of completion:	At the end of 1975

Source of finance

The Royal Ministry of Church and Education

special education	enseignement special
psychiatry	psychiatrie
child psychiatry	psychiatrie infantile
team teaching	enseignement en equipe
attitude	attitude
adjustment	adaptation

Project title

The registering of clients by the School Psychologist

Organisation/Institute

The Royal Ministry of Church and Education

Project leader (s)

Cand. paed. Bård Husby

Bibliographic references

The project is not completed yet.

Background and aim (s)

The project aims at making an analysis of the data which have been gathered through the registering of clients done by the School Psychologist in the period 1967 until 1973. Does the registration form fill its purposes ? We aim at making revisions in the existing registration form, if necessary. We also aim at making suggestions for yearly accounts from the School Psychologists and for the accumulation of data.

Size and Composition of sample

Our sample consists of 80-90.000 clients who have had contact with the school psychologists in the period 1967 until 1973.

Methods

We are analysing data which exist in the registrations forms.

Main findings

The project has not been completed yet.

Number of workers

1 researcher and 8 students who are doing the coding

Time Schedule

Starting date:	May 1973
period of data collection:	1973 - 1974
Date of completion:	1975

Source of finance

The Royal Ministry of Church and Education

school psychologist	psychologue scolaire
data collection	rassemblement des donnees
information storage	stockage de l'information
handicapped	handicape
selection criterion	critere de selection

Project title

TOXOPLASMA GONDII

Organisation/Institute

Private

Project leader (s)

Clinical psychologist Marit Langset

Bibliographic references

Background and aim (s)

Our aim is to find out how the desease Toxoplasmose is caught. We want to throw some light on the psychological and educational consequences of having a cronic Toxoplasma Gondii. What is the best treatment of children who have this desease ?

Size and Composition of sample

Our sample consists of approx. 1000 handicapped children: Children who suffer from a loss of sight or a loss of hearing, mentally retarded children, children with behavioural problems. Our sample also comprises about 100 epileptic children.

Methods

We are using interviews, observations, testing, and medical examinations.

Main findings

The project has not been completed yet.
The results so far show an interesting picture of an almost unknown desease.

Number of workers

5

Time Schedule

Starting date:	September 1971
period of data collection:	1972 and 1973
Date of completion:	is not completed yet

Source of finance

The Royal Ministry of Church and Education

special education	enseignement special
exceptional	atypique
handicapped	handicape
deaf	sourd
visually handicapped	handicape visuel
mental retardation	retard intellectuel
deviant behaviour	comportement deviant
infectious disease	maladie infectieuse
epilepsy	epilepsie

Project title

Experiment with a new type of group amplifier to be used by children suffering from a high frequent loss of hearing

Organisation/Institute

The Institute of Educational Research, the University of Oslo

Project leader (s)

Dosent Ola O. Bø

Bibliographic references

Background and aim (s)

Our aim is to develop better technical aids for the education of the hard of hearing.

Size and Composition of sample

In a pilot study we have used 60 students. It is hard to tell at the moment how many children will compose our main sample. This depends on how many children who suffer a loss of hearing will be available at the suitable time.

Methods

We will be testing the childrens' perception of the language using first the old equipment and then the new amplifier.

Main findings

The project has not been completed yet

Number of workers

2

Time Schedule

Starting date:	October 1972
period of data collection:	
Date of completion:	the project has not been completed yet

Source of finance

The Royal Ministry of Church and Education

special education	enseignement special
hearing	audition
hearing defect	trouble de l'ouie
acoustics	acoustique
teaching aids	moyens d'enseignement

Project title

Sight testing of children at special schools

Organisation/Institute

Dalen School for the Blind

Project leader (s)

Headmaster, Magister Per Andersen

Bibliographic references

A report was made in 1974

Background and aim (s)

Our aim is to make an investigation of the sight of children who are given special education either in normal schools or in special schools. Our hypothesis is that the regular medical examinations only catch a small proportion of the children who are in need for optical corrections.

Size and Composition of sample

Our sample consists of 850 children in the elementary school. 550 of these children are in special schools, the rest participates in special education in normal schools.

Methods

We are using reading tests, sight tests and sight screening devices.

Main findings

A great proportion of the children in special education have rather severe sight problems. We found that many of these sight problems had not been discovered earlier.

Number of workers

4

Time Schedule

Starting date:	September 1971
period of data collection:	
Date of completion:	March 1974

Source of finance

The Royal Ministry of Church and Education

special education	enseignement special
visually handicapped	handicape visuel
blind	aveugle
visual capacity	capasite visuelle
vision defect	trouble de la vue

Project title

Norwegian adaptation and standardization of Illinois Test of Psycholinguistic Abilities

Organisation/Institute

Institute of Psychology at the University of Bergen

Project leader (s)

Professor Dr. Hans-Jørgen Gjessing
Research scholar Hans Daniel Nygaard

Bibliographic references

Hans-Jørgen Gjessing and Hans Daniel Nygaard:
Illinois Test of Psycholinguistic Abilities.
Norwegian edition. (Duplicated, University of Bergen. 1972.
Printing under preparation).

Corresponding:
Samuel A. Kirk, McCarthy, J.J., and Kirk, Winifred:
Examiner's manual: Illinois Test of Psycholinguistic Abilities.
Revised Edition (University of Illinois Press 1968)

Background and aim (s)

The requirements for differential-diagnostical remedy within language and learning disability and the possibility the test means to give to compare research results in this region over time.
We wanted to translate the test to Norwegian, adapt it to Norwegian conditions, but with as few changes as possible, and standardize it for use on Norwegian children. We want also to use it in research within learning disabilities.

Size and Composition of sample

Unformal pretryout: Ca. 50 children.
Tryout: 200 children divided in 4 - 5 and 7 - 8 year.
Standardization: Ca. 2.250 children divided on 4 - 9 year, characterized as "average group" of children.

Methods

Translation and adaption: We did as few as possible deviations from the American edition in order that the researchresults could be compared internationally.
Standardization: We standardized the test in the whole country, the children divided per cent after the population and with about the same number of each sex.
Statistical methods that are usual by testconstruction and standardization - in accordance with the American method.

Main findings

Some item had to be changed as a result of the difference between the American and Norwegian language and environment.
The standardization is not finished, but so far as we can see, the results do not seem to deviate so far from the American.

Number of workers

Translating and adaptation	15
Standardization and datacollection	ca. 40

Time Schedule

Starting date:	December 1970
Period of data collection:	Tryout 1971 and Spring 1972
Date of completion:	Standardization: Autumn 1973 and the most Annual 1974/75 of 1974

Source of finance

The Department of Church and Education

learning test	test d'acquisition
learning difficulty	trouble de l'apprentissage
measuring instrument	instrument de mesure
diagnosis	diagnostic
comparative analysis	analyse comparative
psycholinguistics	psycholinguistique
Norway	Norvege

Project title

Special education and the training of teachers in special education

Organisation/Institute

The State Teachers College of Special Education/Department of educational pshycology at the University of Bergen

Project leader (s)

Professor Hans-Jørgen Gjessing

Bibliographic references

Gjessing, Hans-Jørgen: Spesialundervisning og spesiallærerutdanning i 1960-årene. Universitetsforlaget 1973 (179 sider)

Background and aim (s)

Our aim was to find out what teachers who had been given at least one year of training in special education thought about this training. When they were teaching children with special needs, how were they satisfied with their own training to meet these needs ? Our aim was also to look into the working situation of the teachers in special education.

Size and Composition of sample

Our sample consisted of 632 teachers. These teachers had all had one year training in special education after having completed their teaching certificate.
The sample consisted of 338 men and 294 women. The subjects in our sample had all received their training in the period 1961 up till 1969.

Methods

A questionnaire was administered to the subjects.

Main findings

The working conditions for teachers of children with special needs seem to vary a great deal from one district to another.
The attitudes of the parents of the children in need for special education seem to be very positive. The respondents have a positive attitude towards their training in special education.
They emphasize that this training has changed their attitudes also towards the normal school and the normal teaching. They have got a deeper insight into the dynamics of a class room.

Number of workers

1

Time Schedule

Starting date:	1970
period of data collection:	1972
Date of completion:	1973

Source of finance

The Royal Ministry of Church and Education

special education	enseignement special
teacher education	formation des enseignants
special school teacher	educateur specialise
parental attitude	attitude des parents
working conditions	conditions de travail

Project title

An evaluation and follow-up study of a 2-year teacher training program in special education

Organisation/Institute

Institute of Psychology, University of Bergen, Norway

Project leader (s)

Professor dr. Hans-Jørgen Gjessing

Bibliographic references

Hans-Jørgen Gjessing: Spesialundervisning og spesiallærerutdanning i 1960-årene. En etterundersøkelse. University Press, Oslo-Bergen-Tromsø 1973 (pp. 197). (The title in English: Special Education and Special teacher training in the 1960's. A follow-up study).

Background and aim (s)

1) Evaluate the practical relevance of the Norwegian teacher training program, run in about a ten-year-period.
2) Attain opinions from the special teacher group about a new and more flexible training program lasting from 1 - 4 years full time study.

Size and Composition of sample

864 special teachers, who graduated in the time-period 1961 - 1969. (Additional training in special education from 1 to 2 years full time study).

Methods

Questionnaire, containing structured and open questions

Main findings

Mostly all had only positive reactions in relation to the practical usefullness of their own training program for helping handicapped children. In addition 50 % of the respondents evaluated the special teacher training as "very important" and 47 % as "important" for teaching in general.
75 % found the possibility for a 4-year study in special education very important, about 25 % planned to continue their own training up to this level.

Number of workers

Two

Time Schedule

Starting date:	January 1970
Period of data collection:	1970 - 1971
Date of completion:	March 1972

Source of finance

Ministry of Church and Education

special school teacher	educateur specialise
teacher education	formation des enseignants
further education of teachers	perfectionnement des enseignants
special education	enseignement special
Norway	Norvege

LANGUAGES

Project title

Individualized Teaching of Norwegian Language at the Elementary School Level (the PODIN-project)

Organisation/Institute

Institute of Education of the University of Trondheim. N-700 Trondheim, Norway

Project leader (s)

Assist. prof. dr. Nils Søvik

Bibliographic references

Background and aim (s)

The main purpose of the project is to throw more light on problems concerning children's readiness during the first years of school attendance. Recent school policy in Norway has emphasized an integrated school system, i.e. almost every school-beginner (7 years old child) should be kept in normal classes. In consequence, more individualized teaching is required.
The project intends to investigate whether special arrangements in the elementary school could have this new school policy realized or not. These were the problems:

1: Will different sizes of the school-class affect the students performances in reading and writing Norwegian through the first years of school attendance ?
2: Will a special program developed for individualized teaching of Norwegian improve students' performance in reading and writing, compared to traditional teaching in the same subject ?
3: Can interactions be found among variables mentioned in problems 1 and 2 ?
4: Can students supposed to be potential slow learners/suffering from learning dis-

(to be continued below)

Size and Composition of sample

The total number of subjects in these field experiments was 279 students (in 1972/73 and 1973/74). The number of children in school clinics was 16 in 1972/73 and 10 in 73/74.

.... continued Background and aim (s)

abilities in reading and writing be identified already from the second month of 1st-grade attendance ?
5: Will a system of combined school attendance in class and attendance in a clinic organized in correspondance with the ordinary class/lesson in Norwegian prevent further extension of learning disability problems after grade 1?

Whereas the research project (PODIN) has come to an end regarding problems 1 - 3 (it started in 1972), it is continued this year to receive more data with respect to final conclusions in problems 4 and 5.

Methods

As to the field experiments (12 school classes), the co-variance method was used to analyse data. Also, some descriptive information was collected, among them were data from interviews with teachers. Clinical methods have been used in connection with the case-studies (school-clinic system).

Main findings

Both analytic and descriptive data did not seem to favour a system of small classes (12-15 students) during first grade with respect to the students' performances in reading and writing at the end of first and second school years. On the contrary, special arrangements made for individualized teaching (in 6 experimental classes) affected the average student-performances in Norwegian at both age-levels (1st and 2nd grade) positively. The findings were significant.
Also the system of school clinics in grades 1 through 3 seems to be very effective. However, final conclusions will be drawn later on.

Number of workers

One, (but some assistants working with the teachers in the exp. classes)

Time Schedule

Starting date:	August 1972
Period of data collection:	August 1972 to June 1974
Date of completion:	June 1976

Source of finance

University of Trondheim

school readiness	maturite scolaire
primary education	ecole primaire
individualization	individualisation
class size	dimension de la classe
reading	lecture
writing	ecriture
learning difficulty	trouble de l'apprentissage
variance analysis	analyse de variance

Project title

Phoneme learning in the school

Organisation/Institute

Institute for Educational Research, University of Oslo

Project leader (s)

Amanuensis Vebjørn Jentoft Skjelfjord

Bibliographic references

Fonemlæring i skolen. En drøfting av fonemlæring som forutsetning for leseferdighet, og en studie av fonemlæring hos forskolebarn. Oslo 1974 by Vebjørn Jentoft Skjelfjord.

Vebjørn Jentoft Skjelfjord: Teaching children to segment spoken words as an aid in learning to read. Article to appear in Journal of Learning Disabilities, Chicago, Illinois.

Background and aim (s)

A literature survey, especially of methods in teaching reading seems to show that it is necessary for children to learn to segment spoken words into units corresponding to alphabetic units in order to learn to read. Phonemic theory seems to imply two activities as basic to this skill: the words must be segmented, and the segments must be grouped to form categories. The phonetic description of phonemes comprise both acoustic and articulatory features.
Description of the analytic activities of children learning to segment spoken words, in order to get information which may make a better foundation for methods in teaching reading, which, in turn, may reduce the incidence of reading difficulties. To provide information about special difficulties, if any, encountered in learning the analysis.

Size and Composition of sample

Two preschool classes, 24 pupils, in Oslo. 13 girls, 11 boys.
Results of testing with a Norwegian group intelligence test for school beginners: M = 5,38 s = 1,84

Methods

The children were taught as a group, the method stressing both acoustic and articulatory information. Every second week the children were tested individually to see what they had learnt. The testings were recorded on tape. During the testings the children's activity was closely observed to determine what information was used in segmenting and in classifying the segments. In addition to a more informal quantitative analysis, an analysis of variance was run on the data.

Main findings

Pretesting shows that the children did not spontaneously segment words into parts of phonemic size. After the teaching had begun, parts reported were often taken from the wrong position in the word. In analyzing the children relied heavily on articulatory information. These segments were not always correctly reported. Observation of the children's activity showed that the segments were grouped according to differences and similarities.

Number of workers

One

Time Schedule

Starting date:	May 1969
Period of data collection:	September 1970 - March 1971
Date of completion:	May 1974

Source of finance

The Norwegian Research Council for Science and the Humanities

linguistics	linguistique
language teaching	enseignement des langues
reading	lecture
alphabet	alphabet
phonetics	phonetique
acoustics	acoustique
pronunciation	prononciation
learning difficulty	trouble de l'apprentissage
pre-school education	education pre-scolaire

Project title

English in the 3rd grade

Organisation/Institute

The inspector of schools in Oslo, the Department of educational research

Project leader (s)

Consultant Marit Solheim Rustan

Bibliographic references

Artikkel i "P.I.P. - Forsøk i Oslo-skolen" nr. 1 - 1974

Background and aim (s)

The school board of Oslo asked the inspector of schools to look into the possibilities of teaching English at a lower level than the 4th grade. Our aim is to develop a teaching material in English for the 3rd grade. The teaching is to be oral and is to make use of pictures, articles, musical activities, drama and other creative work.

Size and Composition of sample

In 1973/74 we used 3 schools and 1 class in each school.
We then had 75 pupils from the 3rd grade.
In 1974/75 we use 3 schools with 10 classes in all.
We now have approximately 250 pupils in the 3rd grade.

Methods

1. The teachers form groups and evaluate the project.
2. We are also testing the attitudes of the pupils towards the teaching material.
3. We are also testing the knowledge the pupils have gained.

Main findings

The project is not completed yet.

Number of workers

1

Time Schedule

Starting date:	August 1972
period of data collection:	January 1973 until June 1975
Date of completion:	Winter 1975

Source of finance

The inspector of schools in Oslo, the Department of educational research

foreign language	langue étrangere
second language	premiere langue
english	anglais
language teaching	enseignement des langues
primary school	ecole primaire
creative activities	activites creatrices
dramatization	jeu dramatique

Project title

French in the lower secondary school

Organisation/Institute

The inspector of schools in Oslo, the Department of educational research

Project leader (s)

Consultant Aud Marit Simensen

Bibliographic references

"Fransk i ungdomsskolen" Rapport nr. 26 fra Skolesjefen i Oslo, avdeling for pedagogisk utviklingsarbeid.

Background and aim (s)

This project has been initiated by the Norwegian association of secondary school teachers. The project aims at producing teaching material and finding out methods of teaching which are suitable for the teaching of French as an alternative to German as the second foreign language in the lower secondary school.

Size and Composition of sample

Our sample has consisted of 477 pupils in the 8th and 9th grade from 17 schools in Oslo.

Methods

The teaching materials are worked out by a group of experts.
The project is evaluated through the testing of the pupils and through contact groups with the teachers in the experiment.

Main findings

The pupils have made satisfactory progress.
Good teaching material and methods have been developed.
It has not been difficult to find a single grade to express all the different aspects of the subject.
The experiment has shown that French is a subject which may very well be introduced in the lower secondary school.

Number of workers

1

Time Schedule

Starting date:	1970
period of data collection:	1970 - 72
Date of completion:	1974

Source of finance

The inspector of schools in Oslo, the Department of educational research

lower secondary	secondaire premier cycle
foreign language	langue etrangere
third language	troisieme langue
language teaching	enseignement des langues
french	francais
teaching method	methode pedagogique
teaching aids	moyens d'enseignement

Project title

Study of methods of teaching the use of the French language to University students in their first year of French

Organisation/Institute

Center of applied linguistics, University of Oslo, B.P.1067, Blindern, Oslo 3

Project leader (s)

Maud Forsgren and Svein Johansen

Bibliographic references

Background and aim (s)

We want to make a critical examination of the existing dialogue used in the teaching of French. We want to look at the semantics used, the grammatical structure of the dialogues. We also want to make a critical examination of a series of 12 films which is used in the teaching of French.
We want to make up material to make it easier for beginning students in French to get to know the correct idiomatic expressions quickly.

Size and Composition of sample

Methods

To try out a classification of the elements which are necessary to learn practical French. In which progression ought the elements to follow each other ?
We are also going to perform developmental work, trying out new texts and dialogues.

Main findings

It is too early to say anything about the findings.

Number of workers

2

Time Schedule

Starting date:	November 1973
period of data collection:	From January to October 1974
Date of completion:	1975

Source of finance

The Norwegian Council for Scientific Research

university studies	etudes universitaires
foreign language	langue etrangere
language teaching	enseignement des langues
french	francais
teaching method	methode pedagogique
teaching aids	moyens d'enseignement

Project title

A study of errors committed by Norwegian students in French

Organisation/Institute

Centre of Applied Linguistics, Oslo University

Project leader (s)

S vein Johansen, Temporary Director, Renée Urbye, assistant lecturer in French

Bibliographic references

Madeleine Cséssy: Les prépositions - interférences franco-hongroises; Le Francais dans le monde, Juin 1971.
F.Debyser: Grille de classement typologique, Paris 1967 - BELC
F.Debyser: La linguistique contrastive et les interférences, Langue francaise8.70
Ved Eskil Hansen: Studier i norsk språkstruktur, Universitetsforlaget 1970
Fernand Marty: Teaching French, Virginia 1968 - Audio-visual Publications
C. Muller: Initiation a la statistique linguistique, Paris 1968 - Larousse
Bernard Poitier: La typologie linguistique et l'analyse contrastive, Le Francais dans le monde, Juin 1971.
Colette Rojas: L'analyse des fautes, Le Francais dans le monde, Juin 1971.

Background and aim (s)

As teacher in Norwegian/French translation I have had the opportunity to observe the difficulties which Norwegian students meet when they are learning French and more specially in the use of the prepositions "de" and "a" with or without definite/indefinite article.
With this study we hope to clarify some problems and perhaps come to some results, which can be applied in the teaching of French.

Size and Composition of sample

Examination-papers (master of arts degree) from 120 students in French from the Romance Institute, Oslo University.
Four different papers for each student:
1) French litterature (essay)
2) French civilization (essay)
3) Translation and grammar
4) French litterature (text commentary)

Methods

1) Data collections
2) Classification of errors 2 groups: preposition "a" and "de" in nominal, verbal, adverbial phrases.
3) Analysis: The method employed at this stage will depend on the results obtained under the classification but we will probably a) use a contrastive method b) use the same group of students as control by means of registration of the correct use of the prepositions "a" and "de".
4) Statistical control of the validity of the material.

Main findings

Data collection going on

Number of workers

Two

Time Schedule

Starting date:	September 1974
Period of data collection:	from September 1974
Date of completion:	unknown at the moment

Source of finance

The Norwegian Research Council for Science and the Humanities

foreign language	langue etrangere
language teacher	enseignement des langues
French	francais
Norwegian	norvegien
translation	traduction
learning difficulty	trouble de l'apprentissage

Project title

An analysis of errors in the reading aloud of French texts by beginning Norwegian University students

Organisation/Institute

Centre of Applied Linguistics, Oslo University

Project leader (s)

Tor Hennum, Director

Bibliographic references

(Not yet established)

Background and aim (s)

As responsible for the development of and the end-of-term exam in French phonetics since 1960, I am interested in getting a systematic analysis of the main pronunciation errors committed by young Norwegian students in their first year/term of French.
Both frequent and general mistakes as well as mistakes pertinent to specific dialectal background will be analysed.
The ultimate aim is a) to give future teachers of French a true picture of the difficulties Norwegians have in the pronunciation of French, and b) to build up series of exercises for Norwegian learners of French in general, and for Norwegians with special dialects.

Size and Composition of sample

Registration cards for all the students of French who have passed their compulsory exam in French phonetics 1968 II - 1973 II. The cards give information on background, dialect, period spent in France etc. There are about 900 cards in all.
The end-of-term performance, reading of a short French text by the students attending the phonetics course, have been recorded. All the performances can be identified.

Methods

A systematic auditive analysis, phonetic and phonemic, of the recorded material (see above), supplemented by analyses of sonagrammes. Intonation problems will not be included.

Main findings

Analysis just started

Number of workers

One

Time Schedule

Starting date:	August 1st 1974
Period of data collection:	Autumn 1968 - Autumn 1973
Date of completion:	Completion of 1st stage: August 1st 1975

Source of finance

The Norwegian Research Council for Science and the Humanities

foreign language	ianguage etrangere
language teaching	enseignement des langues
french	francais
norwegian	norvegien
learning difficulty	trouble de l'apprentissage
pronunciation	prononciation
phonetics	phonetique
dialect	dialecte

Project title

German in the lower and the upper secondary school.

Organisation/Institute

Pedagogical seminar in Oslo, Box 1099, Blindern, Oslo 3

Project leader (s)

Ericka Schwarz. Cand. philol.

Bibliographic references

Background and aim (s)

We are posing the following questions:

1. Which problems do the students have in learning German when they transfer from the lower to the upper secondary school ?
2. What are the reasons for the problems the students have in German going from the lower to the upper secondary school ?
3. What can be done to make the transition as smooth as possible ?

We have been analysing the following areas:

a) the curriculum
b) the evaluation system
c) the contact between the lower and the upper secondary schools

Size and Composition of sample

We have used 110 upper secondary schools and 112 lower secondary schools in Norway. 180 teachers from the upper secondary schools and 230 teachers from the lower secondary schools have answered our questionnaire.

Methods

We have been analysing the curriculum, tests written at examinations and the questionnaires sent out to the 410 teachers.

Main findings

The transition from the lower secondary schools to the upper secondary schools where they have written German seems to be difficult.
The contact between the teachers in the lower secondary school and the upper secondary school is very small. The teachers in the upper secondary schools complain about the low standards of the written German the students write when coming from the lower secondary schools. The demands set up by the examinations have a decisive influence on the teaching prossess.

Number of workers

One

Time Schedule

Starting date:	August 1972
period of data collection:	1972 and 1973
Date of completion:	August 1974

Source of finance

The Norwegian Research Council for Science and the Humanities.

foreign language	langue etrange
german	allemand
lower secondary	secondaire premier cycle
upper secondary	secondaire deuxieme cycle
curriculum	programme d'etudes
evaluation	evaluation
examination system	regime des examens

MATHEMATICS

Project title

Individualised mathematics IMU

Organisation/Institute

The National Council for Innovation in Education

Project leader (s)

Reidar Johannessen and Ole Arne Mellingsæther

Bibliographic references

Harboe B. og Westbye Ø.: Individualisert matematikkundervisning - IMU . Noen erfaringer fra skoleåret 1968/69. I Forsøksrådets informasjonsserie, Oslo 1969, 43 s.
Harboe B. og Mellingsæther O.A.: IMU. Sammendrag av rapporter og resultater av spørreskjemaundersøkelse fra våren 1970. Stensil. Oslo 1971. 37 s.
Mellingsæther O.A.: IMU. En spørreskjemaundersøkelse våren 1971 for 7. klasse i feltforsøket. Stensil. Oslo 1971. 63 s.
Mellingsæther O.A.: Elevsynspunkter på faget matematikk. Stensil. Oslo 1972. 13 s.
Mellingsæther O.A.: IMU og de lesesvake. Stensil. Oslo 1972. 16 s.
Mellingsæther O.A.: Det første IMU-kullet i gymnaset. Stensil. Oslo 1972. 5 sider.
Mellingsæther O.A.: Ungdomsskoleelever som har hatt forsøkspensum i matematikk og deres prestasjoner i videregående skoler. Tromsø 1973. 26 s.

Background and aim (s)

Our aim is to try out a material method system which is self corrective.
We want to analyse the positive and the negative effects of individualised instruction in mathematics. What are the effects on the social development of the pupils, on the relationship between the pupils and the teacher and on the achievement level of the pupils ? What effect does this self corrective instruction have on slow learners? How does IMU work at smaller schools ? What are the reactions of the teachers, the pupils, administrators and parents to this type of self corrective instruction ?

Size and Composition of sample

Our sample consisted of: 14 classes starting with IMU in the 7th grade in the autumn 68, 28 classes starting with IMU in the 7th grade autumn 1969, 118 classes starting with IMU in the 7th grade autumn 1970 and 270 classes starting with IMU in 7th grade autumn 1971. All the mathematic teachers who were teaching these classes were also included in the sample.

Methods

We have used various types of achievement tests combined with questionnaires to the pupils and the teachers. We have also got some more open reports from the schools, and we have had interviews with the pupils and with the teachers.

Main findings

The project has included both a formative evaluation and a summative evaluation of the material method system. The results from the formative evaluation have been fed back to the teachers who have been working with the individualised mathematics teaching.
The summative evaluation will be made in a final report.

The project is not completed yet.

Number of workers

2

Time Schedule

Starting date:	March 1968
period of data collection:	1968 - 1973
Date of completion:	December 1974

Source of finance

The National Council for Innovation in Education and the Royal Ministry of Church and Education

mathematics	mathematiques
individualization	individualisation
autoinstructional aid	materiel autodidactique
social decelopment	developpement social
teacher-pupil relation	relation maitre-eleve
achievement	rendement
attitude	attitude
slow learner	esprit lent

Project title

New math

Organisation/Institute

The National Council for Innovation in Education

Project leader (s)

Kjell Bjørn Ekornes

Bibliographic references

Background and aim (s)

The project is a continuation of the project "New mathematics", Nordic texts.
In this continuation project our aim was to analyse the possibilities for introducing axiomatic geometry in the lower secondary school.
We also made a revision of the Nordic texts.

Size and Composition of sample

Our sample consisted of 75 classes at 6 lower secondary schools.
100 mathematic teachers were involved in the project from time to time.

Methods

We have mostly used interviews and questionnaires.
We have tried to measure the attitude towards mathematics.
We have also made a study of differences in achievement between certain groups. The participants in the project have also written free essays which have been analysed more informally.

Main findings

We found that axiomatic geometry seemed to be too difficult for the pupils in the lower secondary schools. Logic, on the other hand, could easily be introduced at this school level.

Number of workers

2

Time Schedule

Starting date:	August 1968
period of data collection:	1972
Date of completion:	September 1973

Source of finance

The National Council for Innovation in Education

mathematics	mathematiques
new mathematics	mathematiques nouvelles
lower secondary	secondaire premier cycle
geometry	geometrie
attitude	attitude

Project title

New mathematics

Organisation/Institute

The inspector of schools in Oslo, the Department of educational research

Project leader (s)

Secretary Kjell-Eirik Johannessen

Bibliographic references

Rapport fra Københavns kommunale skolevesen.
(resultatene i 1.klasse 1969/70 og 70/71).
Meldinger fra forsøks og forskningsfeltet nr. 11 1970.
P.I.P. - Forsøk i Oslo-skolen nr. 1 1973 s. 10 - 11.

Background and aim (s)

The Danish schools have had some promising developmental work in new mathematics. The local school authorities in Oslo and in Copenhagen have taken the initiative to continue this developmental work. Our aim is to find out how teachers with regular teaching practice are able to master the teaching of new mathematics in the elementary school. We also want to find out how children learn certain mathematical concepts and are able to apply these when solving practical mathematical problems.

Size and Composition of sample

The experimental group consists of 6 elementary schools in Oslo (20 classes) and 13 elementary schools in Copenhagen (20 classes). We also have included in our sample a control group of the same size.

Methods

We are administring a questionnaire to the teachers and tests to the pupils. We also are giving feed-back to the authors of text books in mathematics. We try out new texts.

Main findings

The project is not completed yet.
We have some indications that some of the most commonly used mathematical text books for the 2nd grade are not very effective.

Number of workers

4

Time Schedule

Starting date: 1969
period of data collection:
Date of completion: 1979

Source of finance

The inspector of schools in Oslo, the Department of educational research
The inspector of schools in Copenhagen, the Department of educational research. Gyldendal (Danish) publishing company in Copenhagen.

primary education	enseignement primaire
lower secondary	secondaire premier cycle
new mathematics	mathematiques nouvelles
teacher	enseignant
teacher education	formation des enseignants
teaching practice	practique pedagogique
comparative analysis	analyse comparative
Denmark	Danemark
Norway	Norvege

Project title

Mathematics for slow learners

Organisation/Institute

The Pedagogical Seminar, University of Bergen

Project leader (s)

University lecturer Stieg Mellin-Olsen

Bibliographic references

Mellin-Olsen, Stieg: Mathematics for slow Learners, Bergen. Rapporter fra Det Pedagogiske Seminar, nr. 3. 1972. 187 s.

Almås, Reidar: Framveksten av anti-skoleverdiar i Ungdomsskolen, Bergen. Rapporter fra Det Pedagogiske Seminar, nr. 7, 1973

Mellin-Olsen, Stieg og Rasmussen, Rolf: Hjemmet under skolen. Oslo. Gyldendal Norsk Forlag 1974.

Skemp, Richard og Mellin-Olsen, Stieg: Qualitative differences in Mathematical Thinking. British Journal of Educational Psychology 1974.

Background and aim (s)

Pupils working at level 2 (Plan 2) in mathematics are pupils whose achievements in mathematics are below average. According to the plan they use they hardly learn any new consepts in the grades 8 and 9. In our project we wanted to optimalise the learning situation for these pupils giving them teaching material especially worked out for their situation. We wanted to relate the home background of the children to their learning situation.

Size and Composition of sample

Our sample consisted of 160 pupils, all in the 8th grade.

Methods

We had interviews with parents and pupils.
These interviews were very informal.
We had group discussions with the pupils, often at night.
We also had informal talks with the parents, very often in their homes. We made also use of observations while we tried out the new teaching material.

Main findings

The most important factor preventing learning was the pupils' lack of motivation. The concepts we tried to teach them were too abstract for them. The pupils' behaviour outside of school showed that they had both theoretical and practical intelligence. But the distance between the reality as the pupils meet it and the abstract mathematics they meet in school, is too great.

Number of workers

5

Time Schedule

Starting date:	January 1970
Period of data collection:	1970 - 1972
Date of completion:	December 1973

Source of finance

The Royal Ministry of Church and Education, the National Council for Innovation in Education, the Nuffield Foundation.

mathematics	mathematiques
slow learner	esprit lent
achievement	rendement
teaching aids	moyens d'enseignement
motivation	motivation

SOCIAL STUDIES

Project title

Integration and disintegration of subject matter in the social sciences in the lower secondary schools

Organisation/Institute

Pedagogical seminar in Oslo

Project leader (s)

Terje Halvorsen (cand.philol.)

Bibliographic references

Background and aim (s)

The integration of subject matter has become an important trend in the more recent curriculum development. In this project we tried to throw some light on the likelyhood of an integration of subject matter taking place in the social sciences.

Size and Composition of sample

The sample was composed of teachers of the social sciences in 12 randomly selected lower secondary schools in Oslo.

Methods

a) A survey of viewpoints on subject matter integration.
b) References to investigations which had been done previously, especially in Sweden.
c) Our own investigation based on the answers to a questionnaire administered to teachers of the social sciences at 12 lower secondary schools in Oslo.

Main findings

A majority of the teachers had a positive attitude towards some use of integrated teaching, had positive evaluation of their own ability to teach an integrated subject matter area.

Number of workers

1

Time Schedule

Starting date:	August 1972
period of data collection:	May - June 1973
Date of completion:	July 1973

Source of finance

The Norwegian Research Council for Science and the Humanities.

curriculum	programme d'etudes
social studies	etudes sociales
lower secondary	secondaire premier cycle
integrated curriculum	programme d'etudes integre
teacher behaviour	comportement de l'enseignement

Project title

Children's opinions of other nations depending on where in Norway the children live

Organisation/Institute

Started at Tromsø Teacher's College

Project leader (s)

Cand.polit. Birgit Brock-Utne, cand.polit. Torbjørn Ottestad, mag.art. Karl J. Skårbrevik

Bibliographic references

Brock-Utne, Birgit, Ottestad, Torbjørn, Skårbrevik, Karl J.:
Barns oppfatning av andre nasjoner avhengig av bosted i Norge.
Stensilert. Oslo 1975.

Background and aim (s)

Our aim was to find out if and how children's opinions of other nations had changed these last twenty years. Twenty years ago a similar study of children's opinions of other nations was conducted in Norway.
We also wanted to find out whether it made any difference in the opinions the children had whether they lived in a) a rich suburban area near Oslo, b) an industrial area on the west coast of Norway, c) an industrial area in the north of Norway near the border to Soviet-Russia.
We also want to find out whether girls used other descriptions of nations than boys did.

Size and Composition of sample

Our sample was composed of 494 children; 242 boys and 252 girls, all attending the 7th grade of the Norwegian elementary schools.
211 of the children attended schools in the well to-do suburban area near Oslo, 148 of the children attended schools in the industrial area in the west of Norway and 135 of the children went to school in the north of Norway.

Methods

Our samples were presented with an adjective check-list. They were asked to find those five words from that list they thought best described the Soviet-Russians, the Norwegians, the Americans, the East-Germans, the Chinese and the West-Germans. They were also asked from where they had got their opinions, from school, from parents, friends, personal contacts with the people from the nations involved in the study, or from the mass media.

Main findings

There was a clear tendency that the children in the north of Norway near the border to Soviet-Russia had a more positive opinion of the Soviet-Russians than the children further south did. Especially was the difference between opinions about Russians in the north of Norway and in the rich suburban area near Oslo great. There the opinion of the Russians was negative, in the north it was positive. The opinion about the Americans was more negative here than it had been in a similar study 20 years ago. The opinion about the East-Germans was more negative than about the West-Germans. The East-Germans were blamed more frequently for the second world war than the West-Germans. The stereotype of the Chinese was a positive one. They were regarded as hardworking, industrians and poor. The Norwegians were only good. The stereotypes seemed to have been learnt through personal contacts, through friends, parents and the mass media. The school seemed to play a minor role.

Number of workers

We have been three researchers working together. We have got help from our spouses in the scoring process.

Time Schedule

Starting date:	January 1972
period of data collection:	January 1974
Date of completion:	March 1975

Source of finance

The Council for Peace and Conflict Research

international understanding	comprehension internationale
Norway	Norvege
attitude	attitude
stereotype	stereotype
USA	Etats-Unis
USSR	URSS
Germany DR	Allemagne RD
Germany FR	Allemagne FR
China PR	Chine RP
lower secondary	lower secondary
sex differences	differepce de sexe
family environment	milieu familial
mass media	moyens d'information

NATURAL SCIENCE

Project title

Environmental Education in Primary School 1-6. A Curriculum Development Project.

Organisation/Institute

Institute of Educational Research, University of Oslo, Blindern, Oslo 3

Project leader (s)

Dr. Bjarne Bjørndal. Univ. lecturer Sigmund Lieberg

Bibliographic references

Reports from the project are published in a stencil series called Reports from Environmental Educational Project, Institute of Educational Research, University of Oslo, Blindern, Oslo 3. So far 12 reports have been published.

Background and aim (s)

Research aims:

1) Develop a methodology for Curriculum development based on teaching learning units.
2) Develop a methodology for cooperative (interdisciplinary) curriculum development.
3) Design and try out experimentally teaching-learning units and sequences that may represent new ideas and ways in environmental education.

General aim:

The major objective of environmental education is to contribute to a citizenry that is knowledgeable concerning the biophysical and socio-cultural environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution.

Size and Composition of sample

Total members of approximately 30 classes on level 1 - 4, or 120 teachers and 3.000 pupils drawn from 8 regions in Norway.

Methods

Formative evaluation based upon
a) teachers' reports
b) teachers' interviews
c) questionnaires or tests of students' attitudes interests and motivation
d) observation-interaction-analysis
e) testing of additional student variables

Main findings

No final evaluation report available so far

Number of workers

20 part-time workers

Time Schedule

Starting date:	Autumn 1970
Period of data collection:	Autumn 1970 - Spring 1976
Date of completion:	Autumn 1976

Source of finance

The Royal Ministry of Church and Education, Forsøksrådet for skoleverket, Pedagogisk forskningsinstitutt

curriculum	programme d'etudes
integrated curriculum	programme d'etudes integre
interdisciplinary	interdisciplinaire
ecology	ecologie
environment	environnement
value system	systeme de valeurs
teaching aids	moyens d'enseignement

Project title

The teaching of natural sciences

Organisation/Institute

The Institute of Education, the University of Trondheim

Project leader (s)

Professor Haakon Olsen

Bibliographic references

"Aktiv fysikk-kjemi for ungdomstrinnet", 1., 2. og 3. emneenhet, 176 s.
"Lærerveiledning med utstyrsliste". 305 s. Utgitt ved Gyldendal Norsk Forlag 1973.
Bøe, Jacob: "Naturvitenskapen og skolen". Fabritius Forlag 1972. 72 s.
Olsen, Haakon: "Fysikk/kjemi i gymnaset". Fra Fysikkens Verden 1968, nr. 3 s. 41-42.
Harbo, Torstein: "Moderne fysikkundervisning. Prosjekter og meninger i USA og Europa". Trondheim 1969, stensilert, 71 sider.
"Curriculum Theory - another look". (Talk given at a Unesco seminar concerning "The Implementation of Curricula in Science education", Kiel 16th - 18th of March 1972).
Bøe, Hønnås, Willoch: "Naturfag i skolen. Nytt undervisningsopplegg for 7. til 9.klasse". Skolens årbok 1973, s. 4072-4088.

Background and aim (s)

Our aim is to develop teaching material for the natural sciences in the lower secondary school.This project is devided into two, a physics/ chemistry part and a biology part. Our aim is to construct material which will make the students active during the learning process.

Size and Composition of sample

Our sample consists of 120 pupils for the first revision, 500 pupils for the second revision, and 2.500 pupils for the third and last revision.

Methods

We are collecting reports from the teachers and have interviews and talks with them.
We have also administered questionnaires to the pupils.
We use achievement tests and also try to measure the pupils' attitudes towards the teaching material.

Main findings

According to the evaluation we have done so far, the project seems to be successfull.

Number of workers

4

Time Schedule

Starting date:	Spring 1970
period of data collection:	is still going on
Date of completion:	Autumn 1976

Source of finance

The Royal Ministry of Church and Education.

lower secondary	secondaire premier cycle
science education	education scientifique
teaching aids	moyens d'enseignement
chemistry	chemie
physics	physique
biology	biologie

PHYSICAL EDUCATION

Project title

Physical education in the class room

Organisation/Institute

The school inspector in Oslo, the Department of educational research

Project leader (s)

Consultant Ada Holmen

Bibliographic references

Background and aim (s)

The physical condition of younger children seems to get weaker. In our investigation we wanted to find out whether daily treatment by physical therapists and also by teachers would improve the physical condition of the children.

Size and Composition of sample

The sample consisted of 310 children all in the grades 2nd to 4th. We also used a control sample of 150 children from the same grades in another school. The control sample did not get any treatment in the period involved.

Methods

We tested the physical condition of all the children in the two samples. We tested their strength, their muscle-coordination, their respiration. The treatment group participated in a 10 minutes program of physical exercises every day.

Main findings

The project has not been completed yet.

Number of workers

1

Time Schedule

Starting date:	Spring 1973
period of data collection:	Spring 1973 until spring 1975
Date of completion:	June 1975

Source of finance

The school inspector in Oslo, Department of educational research.

health	sante
gymnastics	gymnastique
remedial gymnastics	gymnastique corrective
physiotherapy	physiotherapie

SCHOOL AND THE PARENTS

Project title

The relationship between the school and the parents

Organisation/Institute

Halden Teachers College

Project leader (s)

Per Linge and Tor Hammervoll

Bibliographic references

Tor Hammervoll og Per Linge:
Sosialgruppene og skolen - foreløpig rapport fra foreldreundersøkelsen "Skole-hjem-72" i Halden-skolen.
Halden lærerskole. Stenstilert. 1973.
Per Linge: Skole-hjem. Vår skole nr. 5/6 1974.

Background and aim (s)

Our aim is to throw some light on the relationship between the parents and the teachers on the local level. We also want to try out the possibilities the teachers college has to develop better relationship between teachers and parents. A group of teacher students has been actively engaged in the project. We hereby have wanted to make the teaching of theoretical education more practical.

Size and Composition of sample

Our sample consisted of 303 parents of children in the 7th grade in Halden. (Either one of the parents or both of the parents). We originally wanted to interview all of the 386 parents of the children in the 7th grade in the schools in Halden. But for various reasons only 303 of the parents responded.

Methods

We used a structured interview administered to the 303 parents

Main findings

We have found clear differences in the attitudes held towards school in different social economic groups.
Our findings have been given wide publicity in the local newspaper.
The project has also activated the student teachers and made them more interested in educational research.
Our field study has also been discussed among the staff of the teachers college.

Number of workers

2 researchers, 1 research consultant and several groups of student teachers

Time Schedule

Starting date:	September 1972
period of data collection:	1973
Date of completion:	Spring 1974

Source of finance

The Royal Ministry of Church and Education

parent-school relation	relation parents-ecole
local community	collectivite locale
college of education	ecole normale
socio-economic status	status socio-economique
parental attitude	attitude des parents

Project title

The parent project

Organisation/Institute

Institute of sociology, the University of Bergen

Project leader (s)

Amanuensis Guttorm Nørstebø

Bibliographic references

Nørstebø, Guttorm: Samarbeide mellom hjem og skole i ulike sosiale miljø.

En undersøkelse over ungdomsskoleelevers miljøbakgrunn sett i forhold til deres skoleprestasjoner og utdannings- og yrkesorientering, og foreldrenes holdning til og erfaringer fra kontakten med ungdomsskolen.

Stensil, Sosiologisk institutt, Bergen, 1973, 347 sider.

Background and aim (s)

Our aim is

a) to measure attitudes towards the 9 year elementary school and towards cooperation between the home and the school in a group of parents from two different schools in Bergen.
b) to trace environmental factors which can have influenced the childrens' choice of academic level. We also want to look at the correlation between the pupils' academic level and aptitude level and their academic and occasional aspirations.
c) We also want to analyse relationship between the parents' contact and cooperation with the school and their socio economic situation and value orientation.

Size and Composition of sample

Our sample consisted of 621 children, and 621 parents.
The children were from 2 separate schools. The one school was located in the center of Bergen. This school contained children both from the lowest socio-economic groups and from the highest ones.
The second school was located in a suburban area. The children in this school had a rather homogenious middleclass background.

Methods

a) The children were tested with an aptitude test (RAVEN). A questionnaire was also administered to the children. We got information about childrens' school achievements from the schools.
b) Questionnaire was mailed to all the parents. We had interviews with those parents who did not answer the questionnaire.

Main findings

We have found a clear correlation between the childrens' achievement in school and the educational level of the parents and also with the parents' contact with school. The parents of the lowest achievement group had less contact with school than the parents of any other group of children. 76% of the parents find that private talks with the teachers are the most important ways to communicate with the school. Only 21% of the parents find that the parent/teacher meetings are the most important ways.

Number of workers

Besides the project leader 4 students of sociology have been working on the project.

Time Schedule

Starting date:	May 1969
period of data collection:	1970 till 1973
Date of completion:	1974

Source of finance

The Royal Ministry of Church and Education and the Council of Innovation.

parental attitude	attitude des parents
primary school	ecole primaire
aptitude	aptitude
occupational aspiration	aspirations professionnelles
parent-school relation	relation parents-ecole
socio-economic status	status socio-economique

Project title

The living conditions of children

Organisation/Institute

The Institute of educational research, the Department of social education, the University of Oslo

Project leader (s)

Dosent Eva Nordland

Bibliographic references

Background and aim (s)

Our aim is to describe how 10 year olds perceive their situation in a specially school oriented setting compared to how they perceive their situation in a considerably less school oriented setting. Through talks with 10 year old boys and girls we want to find out how they look at their own situation, their living conditions, their leisure activities and their school situation.
The project leader, in the time when she was a professor of education in Denmark, performed a similar study in Århus municipality in Denmark.

Size and Composition of sample

Our sample consisted of 60 10 year olds in an especially school oriented district and 60 10 year olds in a less school oriented district.

Methods

The children have been interviewed (losely structured interviews)
We have wanted to get hold of the childrens' own spontaneous responses.

Main findings

The project has not been completed yet, but we suppose that the project will give results which are valuable to the school. The project will illuminate such phenomena as the reactions and priorities of children, mobbing on the way to school and in the school yard, the children's relationship to other children, to grown ups and to animals.

Number of workers

This is a student run project. Several students taking advanced degrees in sociology and education are working at this project.

Time Schedule

Starting date:	March 1971
period of data collection:	1972/1973/1974
Date of completion:	Spring 1975

Source of finance

The Royal Ministy of Church and Education.

comparative analysis	analyse comparative
Denmark	Danemark
Norway	Norvege
childhood	enfance
achievement motivation	motivation d'accomplissement
perception	perception
local community	collectivite locale

YOUTH PROJECTS

Project title

Young at Hamar

Organisation/Institute

Hamar Teachers College

Project leader (s)

Cand. mag. Odd Arild Halhjem

Bibliographic references

Odd A. Halhjem: Ung på Hamar. Vår skole nr. 5/6 1974

Background and aim (s)

The school now seems to take over more and more responsibility for extra curricula work.
Our aim is to describe and analyse the extra curricula work which is sponsored by the school. We want to analyse the extra curricula program in relation to:
1. Sex 2. Age 3. Socio-economical background
4. The pupils' relationship to school, included their relationships to the regular school program and to the teachers
5. The pupils' membership in out-of-school clubs 6. Their relationship and knowledge to alcohol, drugs and criminal offences
7. The pupils' tie of friendships within and out of school, and
8. The pupils' general use of their spare time outside school

Size and Composition of sample

Our sample consists of 417 pupils from the 6th to the 10th grade in the elementary school.
Our sample is randomised.

Methods

1. We have administered a questionnaire to the pupils.
   The questionnaire consisted of 87 items.
2. Participant observation
3. Unstructured interviews with pupils and with teachers

Main findings

The project is not completed yet.

Number of workers

16 (1 project leader and 15 student teachers)

Time Schedule

Starting date:	September 1973
period of data collection:	Spring 1974
Date of completion:	Autumn 1975

Source of finance

The Royal Ministry of Church and Education,
the Department of planning and research.
The Governmental Youth Commitee.

urban youth	jeunesse urbaine
primary school	ecole primaire
lower secondary	secondaire premier cycle
extra-curricular activities	activites hors programme
leisure	loisir
sex	sex
age	age
socio-economic status	status socio-economique
juvenile delinquency	delinquance juvenile
narcotic	stupefiant
alcohol	alcool

Project title

To be young in Bergen

Organisation/Institute

Bergen Teachers college

Project leader (s)

Lecturer Inger Anne Kvalbein

Bibliographic references

Støylen (Kvalbein) Inger Anne: Ung i Bergen. Vår skole. Nr. 4/5 1974.

Background and aim (s)

Our aim is to analyse the situation the youth in a young suburbian area near Bergen lives in. Our project can be viewed as a piece of action research since we want to use our analyses as a basis for concrete action. What is it possible for us to do with their situation ? We are in contact with the governmental youth committe.

Size and Composition of sample

Youth in a new suburban area near Bergen.

Methods

Interviews and observation

Main findings

The youth we came in contact with reported that there were severe discipline problems in school. Most of them did not like school very much, but they could not see other alternatives. They were not interested in the school council and did not see why they should engage themselves in trying to improve the school.

Number of workers

2 researchers and several student teachers

Time Schedule

Starting date:	September 1972
period of data collection:	1973 and 1974
Date of completion:	1975

Source of finance

The Royal Ministry of Church and Education

youth policy	politique de la jeunesse
youth group	groupe de jeunes
youth attitude	attitude de la jeunesse
urban youth	jeunesse urbaine

Project title

To be young in Bodø

Organisation/Institute

Bodø Teachers College

Project leader (s)

Lecturer Olav Løvdal

Bibliographic references

Ung i Bodø. Vår skole. Nr. 4/5 1974.

Background and aim (s)

Our aim is to gather information about conditions which make it easy or difficult for young people to satisfy their need for activity and for participation in school and in society. How are their possibility for participation in the working life ? How do the young people organise their leisure time ? What effects do mass media have on them ?

Size and Composition of sample

Youth in Bodø

Methods

We are in the period of data collection.
When enough data have been collected, an analysis of these data will serve as a background for action.

Main findings

The project has not been completed yet

Number of workers

2 researchers and several groups of teacher students

Time Schedule

Starting date:	December 1973
period of data collection:	
Date of completion:	1975

Source of finance

The Royal Ministry of Church and Education

youth policy	politique de la jeunesse
urban youth	jeunesse urbaine
youth employment	emploi des-jeunes
leisure	loisir
mass media	moyens d'information

Project title

To be young in Alta and Kautokeino

Organisation/Institute

Alta Teachers College

Project leader (s)

Lecturer Steinar Gaare

Bibliographic references

Background and aim (s)

Our aim is to gather information about the situation in which the youth in Alta and Kautokeino finds themselves. Which are the factors that influence their possibility for self determination and participation? Through our investigation we hope to come up with ideas on how to improve the situation for the youn g people in Alta and Kautokeino.
We also want to help carrying these ideas into practice.

Size and Composition of sample

Our sample will be composed of young people in Alta and in Kautokeino, Finnmark. We have not made any decision on the size of the sample yet.

Methods

We are going to use existing data from public statistics and from school journals. We will also be using interviews and a questionnaire. The next stage in our project will be the stage of action.

Main findings

The project has not been completed yet.

Number of workers

1 researcher and several groups of student teachers.

Time Schedule

Starting date: August 1973
period of data collection:
Date of completion: June 1975

Source of finance

The Royal Ministry of Church and Education

youth policy	politique de la jeunesse
rural youth	jeunesse rurale
leisure	loisir

Project title

To be young in Rogaland

Organisation/Institute

Rogaland Regional College

Project leader (s)

Lecturer Arnfinn Solli

Bibliographic references

Ung i Hjelmeland. En studie av ungdommens situasjon i bygdemiljø.
Rapporten er trykket ved Rogaland Distriktshøgskole våren 1973.
Antall sider 98.

Background and aim (s)

In the first part of the project we have made a survey of the leisure activities of youth in a rural community. What out-of-school activities are the young people engaged in, what offers do they have ?
The second part of the project is the action part. Here we are trying to strengthen the young people's position in their local community. We are trying to create out-of-school activities which to a high degree meet the young people's need for self fulfilment and participation. We are in contact with the governmental youth committee.

Size and Composition of sample

Our sample consists of 284 persons, all in the ages 14 till 19.

Methods

In the first part of the project we used already existing data collected centrally and locally. We had informal interviews with young people who had moved out of Hjelmeland. We also used information from essays written by pupils in the lower secondary school in Hjelmeland. We had interviews by telephone with leaders of clubs and other out-of-school activities.

Main findings

The project has not been completed yet

Number of workers

4

Time Schedule

Starting date:	September 1972
period of data collection:	1973 and 1974
Date of completion:	1975

Source of finance

The Royal Ministry of Church and Education. We have also got some monev from the Governmental Youth Commitee.

youth policy
rural youth
leisure
extra-curricular activites
participation

politique de la jeunesse
jeunesse rurale
loisir
activites hors programme
participation

Project title

To be young in Randaberg

Organisation/Institute

The Stavanger School of Social Work

Project leader (s)

Cand. Polit. Tore Hansen

Bibliographic references

One report has just been written about the situation of the youth in school, at work, in their leisure time.

Background and aim (s)

We want to make an analysis of environmental conditons and economic sources which influence the lives of the young people in Randaberg.

Size and Composition of sample

Our sample is composed of 151 persons in the age 14 till 22 years.

Methods

We are using already existing data from the Central Bureau of Statistics and from other public offices. We have also been using interviews and have administered a questionnaire.

Main findings

The project has not been completed yet.

Number of workers

2 researchers and 8 students

Time Schedule

Starting date: January 1973
period of data collection:
Date of completion: December 1974

Source of finance

The Royal Ministry of Church and Education and the Governmental Youth Commitee.

youth policy	politique de la jeunesse
rural youth	jeunesse rurale
youth employment	emploi des jeunes
leisure	loisir
environment	environnement
rural environment	milieu rural
economic factor	facteur economique

Project title

Young in Ørskog

Organisation/Institute

Møre and Romsdal Regional College

Project leader (s)

Kåre Heggen

Bibliographic references

Heggen, Kåre: Rapport om Ørskogprosjektet. Stensilert, Møre og Romsdal distriktshøyskole, Volda 1973.
Heggen, Kåre: Rapport frå ei fråflyttingsbygd. Stensil, Møre og Romsdal Distriktshøyskole, Volda 1973.

Background and aim (s)

The project is connected to the work done by the Governmental youth commitee. Our aim is to analyse and to help in solving problems which young people in Ørskog face. The project also has an educational aim as it forms an important part of the study of sociology and education at the regional college.

Size and Composition of sample

Our sample consisted of 369 persons in the age of 15 till 19 years. Our sample also consisted of 40 grown up people in the age of 30 till 60 years. These adults were randomly selected.

Methods

We had interviews both with the young people and with the adults. We also administered a questionnaire to the youth in our sample.

Main findings

The project has not been completed yet.

Number of workers

2 researchers. Students have helped with the data collection.

Time Schedule

Starting date:	January 1973
period of data collection:	1973 and 1974
Date of completion:	December 1975

Source of finance

The Royal Ministry of Church and Education and the Governmental Youth Commitee.

youth policy	politique de la jeunesse
rural youth	jeunesse rurale
migration	migration

EDUCATIONAL MANAGEMENT

Project title

Selected community characteristics affecting adoption of the Norwegian comprehensive school reform.

Organisation/Institute

The Institute of applied social science, the University of Oslo

Project leader (s)

Suzanne Stiver Lie

Bibliographic references

Lie, Suzanne Stiver: "The Norwegian Comprehensive School Reform: Strategies for Implementing and Complying with Regulated Social Change - A Diffusion Study", (Unpublished Ph.D. disseration, American University, Washington D.C.1973). 551 s.

Lie, Suzanne Stiver: "Regulated Social Change: A Diffusion Study of the Norwegian Comprehensive School Reform "Acta Sociologica". January 1974.

Feldman, Jacqueline and Lie, Suzanne Stiver: "Some Simple Mathematical Models for Adoption Processes: The Case of the Comprehensive School Reform in Norway". Quality and Quantity: European Journal for Methodology.

Background and aim (s)

The project is a part of a series of studies conducted at the Institute of applied social science. These studies want to analyse changes and reforms in the Norwegian school system. This project aims at throwing some light on the way in which local socio economic factors influence the rate of adoption of the comprehensive school reform. We are also looking at factors in the school administration of certain counties in Norway. The communications between some of the communities is also studied.

Size and Composition of sample

We have had interviews with key personnel in the local school administrations and in the county administration.

Methods

1) We are using regression analyses both at municipal and a county level.
2) We have also had interviews with a large number of key personnel in the local administration of schools and in the county administration.
3) The diffusion of the comprehensive school is compared to mathematical models often used in diffusion research.
4) We have drawn maps so that the exact point of time when the comprehensive school was introduced in the various communities is better visualised.

Main findings

The adoption of the comprehensive school seems to a very little degree to be a function of the ecological structure in the communities. The adoption can more easily be said to be a function of the relationship between neighbour communities within a frame of a larger structure, namely the county. The likelyhood that the neighbouring community of an innovative community also will start innovation in school, is greater than one should expect by chance.

Number of workers

12

Time Schedule

Starting date:	January 1968
period of data collection:	1969 till 1972
Date of completion:	December 1973

Source of finance

The Royal Ministry of Church and Education and the National Council for Innovation and Education

local community	collectivite locale
reform of education	reforme de l'enseignement
innovation	innovation
information dissemination	diffusion de l'information
economic factor	facteur economique
administration of education	administration de l'enseignement

Project title

The comprehensive school in Norway in the 20thcentury

Organisation/Institute

Institute of Education, University of Trondheim

Project leader (s)

Alfred Oftedal Telhaug

Bibliographic references

Alfred Oftedal Telhaug: Fra parallelle skoler til enhetsskole. Trondheim 1974

Background and aim (s)

To give a description of the development of the Norwegian comprehensive school from 1865 to 1896

Size and Composition of sample

Methods

Traditional historical method combined with content analysis

Main findings

Impossible to summarize

Number of workers

One from 1970 to 1974. One assistant from 1/1-1973 to 1/8-1973

Time Schedule

Starting date:	January 1970
Period of data collection:	
Date of completion:	January 1974

Source of finance

The Norwegian Research Council for Science and the Humanities

school system	système scolaire
Norway	Norvège
history of education	histoire de l'education
lower secondary	secondaire premier cycle
content analysis	analyse de contenu

Project title

Main lines in educational policy in Norway 1900 - 1940

Organisation/Institute

Institute for educational research, University of Oslo

Project leader (s)

Hans-Jørgen Dokka

Bibliographic references

Background and aim (s)

Size and Composition of sample

Methods

Main findings

Number of workers

Only the leader

Time Schedule

Starting date: Fall 1973
period of data collection:
Date of completion:

Source of finance

University of Oslo

history of education
system of education
educational policy
Norway

histoire de l'education
systeme d'enseignement
politique de l'education
Norvege

Project title

The development of the elementary school in Akershus, Norway, 1739-1828

Organisation/Institute

The institute of educational research, The University of Oslo

Project leader (s)

University lecturer Knut Tveit

Bibliographic references

Background and aim (s)

Our aim is to trace the development of the elementary school in Norway in the city and the countryside in the period 1739 to 1828.
We will be using school statistics and historical sources.
Our aim is to find out when the school was introduced in various municipalities. How many children were there in school, what subjects were taught, were the schools kept in one locality or did they move from place to place ? We also want to look at the age of the teachers, their education and their teaching salary. Did they have other jobs besides their teaching job ?

Size and Composition of sample

The sample we are surveying consists of about 50% of the inhabitants in Norway at the time being.
It consists of 111 municipalities located in the countryside and 23 towns.

Methods

We are using historical methods, school statistics built on historical sources.

Main findings

The project is not completed yet

Number of workers

1

Time Schedule

Starting date: August 1970
period of data collection: 1970 until 1974
Date of completion: ?

Source of finance

The Norwegian Research Council for Science and the Humanities

history of education	histoire de l'education
local studies	etudes locale
Norway	Norvege
statistical data	donnees statistiques

Project title

The regrouping of pupils

Organisation/Institute

The inspector of schools in Oslo, the Department of educational research

Project leader (s)

Secretary Knut Maroni

Bibliographic references

"P.I.P. - Forsøk i Osloskolen" nr. 2 - 1974 s. 19

Background and aim (s)

The local school board of Oslo suggested that a follow-up study be made of pupils from classes which had been so small that 2 classes were put together to make one bigger class.
Our aim is to study the consequences of putting the classes together when it comes to the social position of the pupils in the new class, how they do academically. We also want to find out something about the teachers' experiences with the classes which have received a great number of new pupils.

Size and Composition of sample

Our sample consists of 1.500 pupils in the grades 2 - 6.
We are also interviewing the teachers of the 1.500 pupils.

Methods

We have administered a sosiometric test to the students and made interviews with the teachers.
We have also collected data on the absence of the pupils.

Main findings

We seldom found any academic difficulties.
Almost all of the interviewed teachers said that the regrouping of pupils had created social problems. The pupils who had been in the class from before and the new pupils easliy formed separate groups. The length of the adjustment period lasted from a couple of months up to one year. It was important that the demands on the new students where not too heavy to start with. The teachers said that group work where the groups consisted of some of the old pupils and some of the new ones, excursions and dramatic play would make the period of adjustment easier.

Number of workers

1

Time Schedule

Starting date:	1973
period of data collection:	1973 / 1974
Date of completion:	1974 / 1975

Source of finance

The inspector of schools in Oslo, the Department of educational research

class size	dimension de la classe
social adjustment	adaptation sociale
social status	status social
achievement	rendement

Project title

Creativity in relation to personality characteristics, intellectual level and school achievement

Organisation/Institute

Institute of Educational Research, Oslo University

Project leader (s)

Gunvor Rand, University Lecturer

Bibliographic references

Background and aim (s)

Determination of the role of personality characteristics and level of intelligence in relation to school achievement and creativity (measured by Guilfords tests, flexibility and originality).
Another main problem is the characteristics of pupils most preferred by the teacher in comparison to the pupils least preferred.
Independent variables are:
1) self-estimation
2) rigidity index
3) conformity index
4) test anxiety
5) level of aspiration
6) level of intelligence
7) soc. economic level

Size and Composition of sample

516 Norwegian 7th grade pupils, mainly from one of Oslo's suburbs

Methods

Mainly analysis of variance, correlational methods and multiple regression analysis (or more precisely AID- and MCA-programmes)

Main findings

Not yet completed

Number of workers

One

Time Schedule

Starting date: 1967
Period of data collection: 1967
Date of completion:

Source of finance

None, apart from one year's salary for the leader of the project from the Norwegian Research Council

creativity	creativite
creativity test	test de creativite
achievement	rendement
intellectual development	developpement intellectuel
intelligence level	niveau intellectuel
self-evaluation	autoevaluation
socio-economic status	status socio-economique
multivariate analysis	analyse multivariee
variance analysis	analyse de variance

Project title

Psychological stress as a result of expectation pressure in school situations

Organisation/Institute

University of Oslo, Institute for Educational Research

Project leader (s)

Anders Lysne

Bibliographic references

Further studies within motivation. Earlier published:
Aspirasjon og prestasjon (Aspiration and Performance), Universitetsforlaget, Oslo 1972.
Frustrasjon som faktor i pedagogiske situasjoner, Norsk Pedagogisk Tidsskrift, nr. 9 1971.

Background and aim (s)

The project aims to investigate the expectation pressure on pupils in social and performance situations in the school, and how the pressure effects adjustment and performance.

Size and Composition of sample

At the time we are planning 3 different samples from 3 different areas in Norway. Size about 400 each.

Methods

Survey for screening purposes, and interview

Main findings

Too early to present results

Number of workers

The project leader and two students

Time Schedule

Starting date:	September 1st 1973
Period of data collection:	1974 and 1975
Date of completion:	1976

Source of finance

The Norwegian Research Council for Science and the Humanities

achievement motivation	motivation d'accomplissement
aspiration	aspiration
motivation	motivation
performance	performance
anxiety	angoisse
examination phobia	phobie de l'examen

Project title

The teaching in heterogenious classes

Organisation/Institute

The inspector of schools in Oslo, the Department of educational research

Project leader (s)

Consultant Ada Holmen and consultant Liv Ramberg

Bibliographic references

"Sammenholdte klasser" foreløpig rapport 1972.

"Ungdomsskole uten kursplaner" Rapport nr 22 fra Skolesjefen i Oslo, Avdeling for pedagogisk utviklingsarbeid 1973.

Background and aim (s)

After the question of heterogenious grouping had been discussed both centrally and locally, we undertook a project to try out various arrangements which could be done in heterogenious teaching in the subjects Norwegian, English, mathematics and German. We want to gain experiences with the different ways of organising the class, with differentiation, with material to be used and with the evaluation in heterogenious classes. The teaching in heterogenious classes will become the normal practice from the school year 1975/76. This year we are mostly working with the problems of evaluation in heterogenious classes, and we are trying to help the teachers with their evaluation.

Size and Composition of sample

In 1973/74 we used one school with 19 classes in the 8th and 9th grade (about 500 pupils).
In 1974/75 we are using one school with 10 classes in the 9th grade (about 250 pupils).

Methods

We have administered questionnaires to the pupils and the teachers.
We are also having interviews with the pupils and the teachers.
We are comparing the rate of absence of the pupils and their degrees at exams with those in other schools.
We are also working with teacher teams.

Main findings

We find that the pupils get on better in schools with these heterogenious groupings. The pupils in the experimental group are less afraid of failing than pupils who have not been in the experiment. The rate of absence has been reduced when compared to the control group. The pupils' achievements in mathematics and in English show that the experiment has had a positive effect on the level of achievement when compared to the control schools.

Number of workers

2

Time Schedule

Starting date:	1970
period of data collection:	1970 until 1975
Date of completion:	1975

Source of finance

The inspector of schools in Oslo, the Department of educational research

heterogenious class	classe heterogene
ability grouping	groupement par aptitude
achievement	rendement
adjustment	adaptation
absenteisme	absenteisme

Project title

The rural school project

Organisation/Institute

The Institute of Sociology, the University of Trondheim

Project leader (s)

Professor Tore Lindbekk

Bibliographic references

T. Lindbekk: Økologiske faktorer og skolesøkning i nordnorske lokalsamfunn stensilert, 1969. Vil bli opptrykt i skriftserien Trondheim-studier i skolesosiologi.

R. Torbo: Lærere i utkantstrøk, rekruttering og mobilitet. Stensilert. Hovedoppgave 1971. Oslo.

Jon Olav Myklebust: Skulen i lokalkulturen (stensilert) magisteravhandling, Trondheim, 1972.

T. Lindbekk: Rekruttering av lærere til skoler i Nordland fylke. Stensil. Vil bli opptrykt i skriftserien Trondheim-studier. 1973.

J.O. Myklebust: Skulen og lokalsamfunnet. 1973. Vil bli opptrykt i Trondheim-studier

Background and aim (s)

Our main aim is to study the effect of various reforms within the school in different local areas. We want to look at certain principles for recruitment and education of teachers, the expansion of obligatory schooling, the physical planning of schools and the centralisation of schools. We want to study the effect of reforms on the local culture, the stability of teachers, the occupational choices of the pupils and their academic results in school. How are the effects modified by local factors (outside the school itself)?

Size and Composition of sample

Our project is divided into several sub-projects. We are making survey studies of all the elementary school teachers in the county of Nordland in 1969. We have also made survey studies in 18 municipalities in Trøndelag. Our sample also include 300 - 400 parents who have been interviewed. We have had interviews with several teachers in different municipalities. We are also using data from the Central Bureau of Statistics.

Methods

The methods used have been survey studies and interviews.
We have also used already existing data, like data gathered from the Central Bureau of Statistics.

Main findings

Only the smallest schools seem to have some problems in recruiting well qualified teachers. Teachers who themselves are brought up in rural districts are more stabil working power for the rural schools than teachers brought up in towns or cities.
The distance to the nearest community center has some influence on the stability of the teaching personnel. The amount of contact between the teacher and the people in his school district varies with the degree of centralisation of the school.

Number of workers

5

Time Schedule

Starting date:	1967,
period of data collection:	1969 till 1973
Date of completion:	is still going on in 1975

Source of finance

The National Council for Innovation in Education, the Norwegian Council for Science and the Humanities and the Royal Ministry of Church and Education.

reform of education	reforme de l'enseignement
rural school	ecole rurale
teacher education	formation des enseignants
recruitment	recrutement
geographic location	localisation geographique
local community	collectivite locale
occupational choice	choix d'une profession
achievement	rendement

Project title

Enjoying school

Organisation/Institute

Inspector of schools in Oslo, the Department of educational research

Project leader (s)

University lecturer cand. real. Trond Eiliv Hauge

Bibliographic references

"Trivsel i skolen. En undersøkelse blant elever i ungdomsskolen, våren 1970." Foreløpig rapport fra skolesjefen i Oslo 1971.

Background and aim (s)

The main purpose of this investigation is to study the factors which influence the pupils' enjoyment of school. What is it that make the pupils enjoy school, feel at ease at school ?
Through our study we want to get a picture of the difficulties some pupils may have at school and the reasons for these difficulties.

Size and Composition of sample

Our sample consists of 4.169 pupils in the grades 7 - 9 in 14 different schools in Oslo.

Methods

We have administered a questionnaire to the pupils and their parents.

Main findings

The data which have been analysed so far, show that a majority of the pupils in the lower secondary school has a positive attitude towards school. About 10 - 20% of the pupils admit that they don't like school very much. They don't prosper. There are more pupils in the grade 9 than in grade 7 and 8 who say that they don't like school very much.

Number of workers

1

Time Schedule

Starting date:	1969
period of data collection:	1970 and 1972
Date of completion:	1974

Source of finance

The inspector of schools in Oslo, the Department of educational research. The Royal Ministry of Church and Education, department of planning and research.

lower secondary	secondaire premier cycle
emotional adjustment	adaptation affective
social adjustment	adaptation sociale
school environment	milieu scolaire

Project title

Enjoyment and adjustment in different types of secondary schools

Organisation/Institute

From 1969 till 1971 the Institute of Educational Research, the University of Oslo, from 1971 Pedagogical Seminar, the University of Oslo

Project leader (s)

Sverre Øygarden

Bibliographic references

L unde, Olav: Anomia i skolen, Oslo, 1971 (stensilert)

Jørgensen, Harald: Utviklingen av populasjonsdefinisjoner, problemstillinger og utvalgsplan i Grisgrendtprosjektet, Oslo, 1971 (stensilert) 82 sider

Jørgensen, Harald: Skolestørrelse, skolesentralisering og disiplin, Oslo, 1972 (stensilert) 24 sider

Jørgensen, H. og Lunder, O.: Utbygging av ungdomstrinnet i grunnskolen, i serien Informasjon om forsøksarbeid, nr. 13, Forsøksrådet for skoleverket, Oslo, 1971, 134 sider.

Øygarden S., Lunde O. og Jørgensen, H.: Grisgrendtprosjektet: Trivsel og tilpasning i ulike ungdomsmiljø, Preliminær rapport, mai 1971, (stensilert) 59 s.

Moltumyr, Asle E.: Elevtrivsel og elevinstilling til lærerne, Pedagogisk forskningsinstitutt, Oslo, 1973, 133 sider.

Background and aim (s)

Our aim was to find out whether the size of the school had any influence on the childrens' adjustment to school and their enjoyment of school.

Size and Composition of sample

Our sample consisted of 3.638 pupils from the 7th grade in the elementary school (lower secondary school).

Methods

We administered several tests to the pupils. Some of the tests were constructed for this project. We had one test of Anomia, another test of the selfconcept of the children. The children were also asked to write a composition about their class.
We also administered a questionnaire. It contained questions about transportation, housing conditions, the occupational status of the parents, leisure activities etc.

Main findings

The pupils' enjoyment of school varies from one school to another, and from one class to another. We have not been able to find a systematic difference between small schools and larger ones.
Children who live far away from school and have to be transported more than one hour, seem to enjoy school considerably less than children who live in a nearer distance from school.

Number of workers

Several students working for advanced degrees have participated in the project

Time Schedule

Starting date:	March 1969
period of data collection:	1970
Date of completion:	1975

Source of finance

The Royal Ministry of Church and Education

rural school	ecole rurale
lower secondary	secondaire premier cycle
adjustment	adaptation
school transport	transport scolaire

Project title

Social and emotional problems of adjustment in the lower secondary school

Organisation/Institute

Institue of Educational Research, Department of social education, University of Oslo.

Project leader (s)

Professor Edvard Befring

Bibliographic references

Background and aim (s)

Because of lack of financial support from the Norwegian Council of Scientific Research it has not been possible for us to carry through the whole aim with this project. Through support from the Ministry we have been able to carry through a part of the project. In this part we have described social and emotional problems in school. Our description is based on judgements made by the teachers.

Size and Composition of sample

Our sample consisted of approx. 1.000 pupils, all in the 8th grade in Møre og Romsdal.
Our sample also consisted of 65 teachers who were the homeroom teachers of the pupils in our sample.

Methods

We administered a structured class interview to the pupils.
The teachers were asked to register certain events in their classes.

Main findings

The project has not been completed yet.

Number of workers

4

Time Schedule

Starting date:	June 1972
period of data collection:	1972
Date of completion:	1975

Source of finance

The Royal Ministry of Church and Education, the Norwegian Research Council for Science and the Humanities.

social adjustment	adaptation sociale
emotional adjustment	adaptation affective
lower secondary	secondaire premier cycle

Project title

Pupils' achievements in larger and smaller lower secondary schools

Organisation/Institute

The Section for School Research, the Institute of Social Science,
The University of Tromsø

Project leader (s)

Dosent Karl Jan Solstad

Bibliographic references

1. Solstad, Karl Jan og Halse, Jon A.: Tanke-Trim. Utvikling av en evneprøve for ungdomsskoletrinnet. Stensilert rapport. Oslo 1972. 73 sider + vedlegg.
2. Solstad, K.J.: Prosjektet "Elevprestasjoner i store og små ungdomsskoler". Problemstillinger - Gjennomføring. Stensil. Oslo 1972. 20 sider pluss vedlegg.
3: Hasle, Jon A.: IMU i store og små ungdomsskoler. Stensilert mag.art. avhandling i pedagogikk. Oslo 1972. 183 sider pluss vedlegg.
4. Knutsen, Knut: Den 9-årige skolen og ungdomsutflyttinga. Stensilert hovedfagsoppgave i pedagogikk. Oslo 1972. 183 sider pluss vedlegg.
5. Solstad, Karl Jan: Skoleskydd og fysisk utvikling. Stensilert rapport. Tromsø 1973. 67 sider pluss vedlegg (English summary).
6. Solstad, Karl Jan: School Transportation and Physical Development. Scandinavian Journal of Educational Research, 1973.
7. Nilsen Elisabeth K.: Fritid og skolesentralisering. Stensilert cand.paed.avhandling. Oslo 1973. 174 sider pluss vedlegg.
8. Solstad, K.J. og Dybdal Leif: Elevreaksjoner på skoleskyss. Stensilert rapport. Tromsø 1973. ca. 110 sider pluss vedlegg.

Background and aim (s)

We want to throw some light on the following questions:
1) How is learning affected by school size ?
2) What are the pupils' reactions to school transportation ?
3) What effects does school transportation have on the pupils' success in school and on their physical condition ?
4) The consequences of centralisation for the children's leisure activities
5) Which are the effects of a uniform school on a local community which differs culturally from the larger communities surrounding it ?

Size and Composition of sample

Our sample consists of 4.000 pupils from 55 lower secondary schools. The criteria used for choosing the schools are their size and their degree of centralisation.

Methods

We have administered questionnaires to the pupils in the 7th and the 9th grades. We have also used a questionnaire sent to the schools. In this questionnaire the schools were asked to give a list of pupils who were engaged in the different extra curricula actitivies. We have also had interviews with the parents. We have measured the physical condition of the pupils. (Muscle strength and the intake of oxygen). We have also used data from the Central Bureau of Statistics.

Main findings

We found that the individualised material method system in mathematics known as IMU worked better in the smaller schools than in the larger ones. Parents in rural districts where the local identity is strong, are more negative towards the school than parents in districts where the local identity has been given up. The parents in the first mentioned districts are afraid that the school will encourage migration. It has a detrimental effect on childrens' physical condition to be transported to school for a long period each day. The strength in their back and in their legs is not affected. The centralisation of pupils from rural areas to more urban ones affects the way they use their leisure time.

Number of workers

8 (in addition 35 students have been used off and on working on the project

Time Schedule

Starting date:	January 1970
period of data collection:	1971 till 1973
Date of completion:	December 1975

Source of finance

The Royal Ministry of Church and Education

lower secondary	secondaire premier cycle
achievement	rendement
school transport	transport scolaire
physical development	developpement physique
leisure	loisir
local community	collectivite locale
extra-curricular activities	activites hors programme
rural area	zone rurale
migration	migration
parental attitude	attitude des parents

Project title

Innovation in a lower secondary school.

Organisation/Institute

The school inspector in Oslo, the Department of educational research.

Project leader (s)

Secretary Knut Maroni and consultant Linda Parr

Bibliographic references

"P.I.P. - Forsøk i Osloskolen" nr. 1 - 1973 s. 21 - 22

Background and aim (s)

In the project we aim at giving a lower secondary school a great deal of autonomy. The school uses flexible groupings and considerable weight is put on practical work and creative work. We hereby hope to get to know something more about the conditions which have to be met if a school is going to be a place where pupils and teachers cooperate, grow and enjoy themselves.

Size and Composition of sample

Our sample consists of 500 pupils in the grades 7 to 9.

Methods

Questionnaire, interview, and observation

Main findings

This project will still be running for some time.

Number of workers

2

Time Schedule

Starting date:	1974
period of data collection:	1974 till 1977
Date of completion:	1977

Source of finance

The inspector of schools in Oslo, the Department of educational research.

lower secondary	secondaire premier cycle
autonomy	autnomie
practical work	travaux pratiques
creative activities	activites creatrices

Project title

An investigation of the counselor's role

Organisation/Institute

The National Council for Innovation in Education

Project leader (s)

Jorum Sørensen and Reidun Teigland

Bibliographic references

Jorunn Sørensen and Reidun Teigland: Rådgiverundersøkelsen.
Forsøksrådet for skoleverket 1974

Background and aim (s)

The job as school counselor is a new job in the upper secondary schools. Our aim was to find out how this job functions.
What can be done to make the school counselor function in a better way ?

Size and Composition of sample

Our sample consisted of 1.771 pupils and 221 teachers.
The pupils and the teachers were located in 20 of the new upper secondary schools.

Methods

A questionnaire was administered to all the pupils and all the teachers

Main findings

The job of the school counselor seems to be highly needed in the upper secondary schools.
Several practical improvements were suggested to make the job of the school counselor function in a better way.

Number of workers

2

Time Schedule

Starting date:	Spring 1973
period of data collection:	Spring 1973
Date of completion:	Autumn 1974

Source of finance

The Royal Ministry of Church and Education

secondary school	ecole secondaire
guidance	orientation
reform of education	reforme de l'enseignement

Project title

School Dropouts in a Middle-Class Suburban Community near Oslo, 1968-73

Organisation/Institute

Project leader (s)

Linnea L. Austad, teacher - socialworker

Bibliographic references

Background and aim (s)

To determine:
1. What help the school gave these pupils and how early this help (extra tutorial help, counselling, psycholigal tests etc.) was used.
2. How the pupil experienced this help.
3. The extent and quality of contact between school and home
4. To what degree the dropout came from a specific socio-economic group.
5. How dropping out of school has affected the pupils' employment situation.
6. The extent of criminal activity in the group.
7. The extent these young people have used narcotics.
8. The correlation between truancy and dropping-out.

Size and Composition of sample

112 pupils have failed to finish 9-year obligatory school in Bærum during 1968-73 (the first five years following the law making 9 years of schooling mandatory). Of these 112, 92 pupils were interviewed.

Methods

Combination of structured and unstructured personal interviews carried out in the homes. The interviews varied in duration from 45 minutes to 3 hours.

Main findings

These findings are based upon the subjective impression these young people had retained regarding their school experience.

1. Tutorial help was used sporadically and often with vague pedagogical goals.
2. Nearly 50% felt they had profitted from counselling.
3. There was often no contact between school and homes. (43% say there was never any contact between school and home).
4. 78% of the boys, 94% of the girls have working-class parents (unskilled or skilled workers) as compared with 17% working-class parents in a random sample of the same community.
5. 49% have never been unemployed after leaving school. The employment situation has been easier for the boys than the girls.
6. 84% of the girls, 60% of the boys have a record of frequent truancy.
7. 45.5% of the sample used some form of narcotics. 40,5% have been in contact with the police. 10% in prison.

Number of workers

2

Time Schedule

Starting date:	September 1973
Period of data collection:	September/October/November 1973
Date of completion:	March 15th 1974

Source of finance

School Research, Ministry of Church and Education, Municipality of Bærum

dropout	abandon d'etudes
lower secondary	secondaire premier cycle
tutorial	preceptorat
guidance	orientation
parent-school relation	relation parents-ecole
socio-economic status	status socio-economique
delinquent	delinquant
truancy	ecole buissonniere
narcotic	stupefiant

Project title

The first undifferentiated year in the new upper secondary school

Organisation/Institute

The National Council for Innovation in Education

Project leader (s)

Arne Solstad

Bibliographic references

Strukturforsøk i gymnaset:
Det første udifferensierte året i reformgymnas RGR-B 13
Forsøksrådet for skoleverket 1973

Background and aim (s)

Norway is in the middle of reforming her upper secondary school system. In the new upper secondary school the first year will be an undifferentiated year. A model comprising this first undifferentiated year has been tried out several places in Norway. The following investigation aims at surveying pupils' reaction to this undifferentiated year.
Do the pupils feel a need for differentiation ?

Size and Composition of sample

Our sample consisted of 249 pupils from the last grade (3rd grade) and 537 pupils from the 2nd grade at six upper secondary schools where the reform had been tried out.

Methods

A questionnaire was administered to all the pupils

Main findings

85% of the pupils found that the advantages of the undifferentiated year were greater than the disadvantages. Many pupils wanted some sort of differentiation in some of the subjects, especially in mathematics.

Number of workers

1

Time Schedule

Starting date:	Autumn 1971
period of data collection:	Autumn 1971
Date of completion:	November 1973

Source of finance

The Royal Ministry of Research and Education

secondary education	enseignement secondaire
reform of education	reforme de l'enseignement
heterogeneous class grouping	classe heterogene groupement

Project title

An investigation of the upper secondary school (the theoretical branch)

Organisation/Institute

The Institute of Sociology, the University of Bergen

Project leader (s)

Amanuensis Guttorm Nørstebø

Bibliographic references

Nørstebø, Gunnar og Skjønberg, Agnar: Gymnasiastenes forventninger og idealer i møte med skolesituasjon og lærersituasjon.
Stensilert arbeidsdokument, Bergen, august 1973, 307 sider.

Background and aim (s)

Our aim is to find out something about the value orientation of secondary school pupils. We want to look at their attitude to school in the traditional upper secondary school and in the reform upper secondary school. Are their attitudes changed in the two different types of upper secondary schools during their period of school attendance?
We want to compare the pupils' reactions towards the reformed upper secondary school with the goals set up for this school in official documents. We also aim at working out an instrument for the measuring of value orientation.

Size and Composition of sample

Our sample consists of approx. 500 upper secondary school pupils.

Methods

We have administered a questionnaire to the pupils in the first grade and the third grade of the upper secondary school. The questionnaire was administered to pupils in 3 of the first reformed upper secondary schools. As control group we used pupils from the more traditional upper secondary schools in the same districts where the reformed upper secondary schools were located.

Main findings

We found some clear differences between the pupils attending the traditional upper secondary schools and the ones attending the reformed upper secondary schools. The pupils in the reformed schools more often say that they are disappointed with school than the pupils in the traditional schools do. At the same time, however, the pupils in the reformed schools more frequently say that they are engaged in the subject matter and the curriculum taught at school than the pupils in the traditional schools say. Pupils from the lowest socio economic background are the ones who are most frequently disappointed with school. It looks like these pupils enjoy school somewhat more in the reformed schools than they do in the traditional schools.

Number of workers

3

Time Schedule

Starting date:	Spring 1970
period of data collection:	1973
Date of completion:	Not completed yet

Source of finance

The National Council for Innovation in Education, the University of Bergen, and the Royal Ministry of Church and Education.

upper secondary	secondaire deuxieme cycle
reform of education	reforme de l'enseignement
attitude	attitude
attitude change	changement d'attitude
value system	systeme de valeurs
experimental school	ecole experimentale
adjustment	adaptation
socio-economic status	status socio-economique

Project title

The work load in the new upper secondary school

Organisation/Institute

The National Council for Innovation in Education

Project leader (s)

Arne Solstad and Anne Britt Nilsen

Bibliographic references

Strukturforsøk i gymnaset:
Arbeidsbyrden i reformgymnas og toårig kombinert grunnkurs RGR-B 15
Forsøksrådet for skoleverket 1974

Background and aim (s)

Our aim is to measure the working load in the new upper secondary school. We are concentrating on the amount of homework the pupils have.

Size and Composition of sample

Our sample consisted of 1.374 pupils from 15 schools

Methods

We used questionnaires administered to the pupils.
The pupils were asked to write down the exact amount of time they spent on their homework each day. They were to write down the time spent in each subject.

Main findings

The working load seems to be rather heavy for very many pupils.
The girls use considerably more time for homework than the boys do.
Many of the pupils use more than 14 hours per week for their homework.

Number of workers

2

Time Schedule

Starting date:	Autumn 1972
period of data collection:	Autumn 1972
Date of completion:	Spring 1974

Source of finance

The Royal Ministry of Church and Education

secondary education	enseignement secondaire
reform of education	reforme de l'enseignement
hours of work	heures de travail
sex difference	difference de sexe

Project title

How are the teaching-free lessons used ?

Organisation/Institute

The National Council for Innovation in Education

Project leader (s)

Anne-Britt Nilsen

Bibliographic references

Strukturforsøk i gymnaset: Reform av gymnaset
5 arbeidsrapporter
RGR-B 14
Forsøksrådet for skoleverket

Background and aim (s)

To reduce the amount of homework for the pupils and to give them opportunity to develop a social life within the school, teaching-free lessons have been introduced. These lessons are usually placed in the middle of the day. Our investigation aims at finding out how these lessons were used.

Size and Composition of sample

Our sample consisted of 1.080 pupils from the 1st and the 2nd grade of the upper secondary school.

Methods

We administered questionnaires to both groups of pupils

Main findings

Most of the pupils did their homework in the teaching-free lessons.
Most of them did their mathematic lessons.
Some of them relaxed in the teaching-free lessons.

Number of workers

1

Time Schedule

Starting date:	Spring 1970
period of data collection:	1970 and 1971
Date of completion:	1973

Source of finance

The Royal Ministry of Church and Education

secondary education	enseignement secondaire
reform of education	reforme de l'enseignement
hours of work	heures de travail
leisure	loisir

Project title

The Gymnasium Teacher Survey of 1969

Organisation/Institute

Institute of Applied Social Research, Oslo, Norway

Project leader (s)

Jon Lauglo

Bibliographic references

Lauglo, Jon: The Attitude of Norwegian Academic-Secondary School Teachers towards Educational Reform. Ph.K. Thesis, University of Chicago, 1972.
"Teachers' Social Origin, Career Commitment during University, and Occupational Attitudes". Forthcoming in Sociology of Education.
"Teachers' Attitudes and the School contect." Forthcoming as a journal article.

There are in addition a couple of papers which have appeared in Norwegian.

Background and aim (s)

A. To analyze the structure of academic-secondary teachers' attitudes to school reform and to other aspects of their work.
B. To construct measures of general attitude dimensions.
C. To relate attitudes (especially attitude to educational reform) to characteristics of the individual teacher's life history and to characteristics of this school.

Size and Composition of sample

A sample designed to be representative of all full-time teachers in the Norwegian gymnasium (upper secondary school) as of autumn 1969. 2.030 teachers received questionnaires. 1.153 returned adequately completed forms. The analysis is based on these 1.153 teachers.

Methods

Various types of quantitative analysis of survey data depending on the issue explored. Questionnaire data are linked with data from Ministerial personnel files for some purposes. and with data about school characteristics.

Main findings

Empirical support is given to "reform-mindedness" as a construct. The teacher's attitude to school reform appears not to be influenced by his social origin or his occupational aspirations during university. It is probably influenced by the prevailing attitude among colleagues at the same school. Reform-mindedness is correlated negatively with age.

Number of workers

One

Time Schedule

Starting date: 1969

Period of data collection: Autumn 1969 - Spring 1970

Date of completion: Most reports have been completed. A report on links between teachers' attitudes and their organizational participation will probably be added in 1975.

Source of finance

The Norwegian Ministry of Church and Education.
Institute of Applied Social Research

teacher behaviour	comportement de l'enseignement
attitude	attitude
reform of education	reforme de l'enseignement
teaching profession	profession d'enseignement
upper secondary	secondaire deuxieme cycle
social origin	origine sociale
occupational aspiration	aspirations professionnelles

Project title

Cooperation in the upper secondary school

Organisation/Institute

The inspector of schools in Oslo, the Department of educational research

Project leader (s)

Secretary Knut Maroni and consultant Linda Parr

Bibliographic references

"P.I.P. - Forsøk i Osloskolen" nr. 1 - 1974 s. 4 - 6

Background and aim (s)

The school board of Oslo suggested that an experiment in the upper secondary school where cooperation and participation along the same line as in the lower secondary schools should be tried out.
The aim with the project is to develop forms of cooperation which the parties in the school society regard as acceptable.

Size and Composition of sample

1 upper secondary school with about 550 pupils in the age 16 to 19 years

Methods

We are using questionnaires. interviews and observation.

Main findings

The pupils like their school better if they have some time of the day set aside for social activities. Most of the committees in school ought to have the same representation of pupils as of teachers. A weekly newspaper of 1 - 2 pages makes the informational work much more effective. It was difficult to get an integration of the subject because of the time schedule. and the system of many separate subject teachers. It is very difficult to introduce new arrangements which don't have the majority of the pupils and the teachers behind them.

Number of workers

2

Time Schedule

Starting date:	1973
Period of data collection:	1973 - 1976
Date of completion:	1976

Source of finance

The inspector of schools in Oslo, the Department of educational research

teacher-pupil relation	relation maitre-eleve
secondary school	ecole secondaire
innovation	innovation

Project title

"Autonomy project"

Organisation/Institute

Work Research Institute, Oslo

Project leader (s)

Cand. psychol. Jon Frode Blichfeldt

Bibliographic references

J.F. Blichfeldt: Bakerst i klassen, Norli, Oslo 1973
" " Relations between school and the place of work, OECD 1973
P.G. Herbst: Maps of knowledge, in "Sociotechnical Design" Tavistock 1974
H. Jangård: På søken etter en alternativ skole. Norsk Ped Tidsskrift nr. 7 1973
" " Skole for bygdesamfunnet ? Pedagogen nr. 3 1973
E. Thorsrud: Skole og arbeidsliv. Noen synspunkter på endringsstrategi. I Yrkespedagogisk Forskning og Utviklingsarbeid, Universitetsforlaget, Oslo 1973

I tillegg en rekke arbeidsnotater og rapporter.
In addition several working papers and reports.

Background and aim (s)

To place applied research as a link in the change processes within a regional school system. Essential for the project has been and is that we view it as a learning process, where the further development is decided by the experiences and knowledge which is gradually acquired by the people involved. We hope to contribute to increased self-management for those who participate in the classrom setting, and for those in the administration of educational institutions. This means developing organizations and learning situations in the school which can contribute so -
1) that the individual pupil gets to participate in the classroom situation in a setting of relevance to the society he lives in, which can increase his ability to raise questions and to make choices which affect his own life. 2) That there is developed flexible role relations in the school so that the teachers also continously can learn from each other in the learning process. 3) Opened and improved cooperation between school and local social settings will take place.

Size and Composition of sample

We are working in schools on different levels: A primary school, a gymnasium, a combined high school, vocational schools and a teacher training school.
The schools are located in urban and rural areas.
We only operate with statistical samples on more specific and detailed problems within the whole project.

Methods

We try to combine methods in an action research approach. Partly we use traditional sociological survey, interview, and also a more anthropological approach using participant observation. We also have used an approximate form of longitudinal phase-transition technique.

Main findings

How task and subject structure in school affect social relations between the participants in the school setting. and also the school's relations to local work-life and community.

Number of workers

3 full-time

Time Schedule

Starting date:	Autumn 1971
Period of data collection:	1971 - 74/75
Date of completion:	1975/76

Source of finance

The Educational Department, and Work Research Institute (Labour-Departm.)

refo m of education	reforme de l'enseignement
local community	collectivite locale
school system	systeme scolaire
self-management	autogestion
autonomy	autonomie
role	role
primary school	ecole primaire
secondary school	ecole secondaire
vocational school	ecole professionnelle
college of education	ecole normale
action research	recherche action
teacher	enseignant
pupil	eleve
administrator	administrateur

Project title

Open planned school

Organisation/Institute

The school inspector in Oslo, the Department of educational research

Project leader (s)

Consultant Kari Funderud

Bibliographic references

"Åpen skole - blinkskudd eller bomskudd ?"

artikkel i "P.I.P. - forsøk i Oslo-skolen" nr. 2 1974

Background and aim (s)

Both the politicians and the administration want to find out how the open planned schools function. What type of teaching is going on in the open planned schools ? What do the teachers and the pupils think of the open planned schools ? How are the activities of the pupils organised ?

Size and Composition of sample

Our sample consists of all the homeroom teachers in the open planned schools in Oslo. We have interviewed 81 teachers.

Methods

We have used interviews

Main findings

The project is not completed yet

Number of workers

1

Time Schedule

Starting date:	September 1973
period of data collection:	March 1974
Date of completion:	June 1975

Source of finance

The inspector of schools in Oslo, the Department of educational research

experimental school	exole experimantale
teaching practice	pratique pedagogique
attitude	attitude
teacher behaviour	comportement de l'enseignement

Project title

Open planned school

Organisation/Institute

The Institute of Education, the University of Trondheim

Project leader (s)

Director of Schools, Oddvar Vormeland

Bibliographic references

Reitan, Torleiv: Hva skjer i de åpne skolene ?
Rapport fra en observasjonsundersøkelse i 4 åpne skoler høsten 1972. Trondheim, mars 1973, 64 sider.
Reitan, Torleiv: Hva er åpent i de åpne skolene ?
Prismet, oktober 1973.
Reitan, Torleiv: Idéer bak åpne skoler, Prismet nr. 10 1972.

Background and aim (s)

Our aim is to make a survey of the teaching practice going on in the open planned schools. We want to compare the teaching in these schools with the teaching in more traditionally built schools. How do teachers and pupils working in open planned schools like these shools ?
Our aim is to collect background material for the planning of new schools. What are the relationships between the building costs and the size of the schools ?

Size and Composition of sample

Our sample consists of approx. 250 teachers, about 400 pupils, 20 headmasters and 13 janitors.

Methods

We have made a survey of existing litterature. We have administered questionnaires to the pupils, teachers and headmasters. We have also had interviews with about 120 teachers, 13 headmasters and 13 janitors.

Main findings

The project has not been completed yet. Tentative conclusions seem to indicate that the teachers do not want the size of the open-planned schools to exceed 300 pupils. They find that the interpersonal relationssships are more difficult in larger schools.

Number of workers

5

Time Schedule

Starting date:	July 1971
period of data collection:	still going on
Date of completion:	

Source of finance

The Royal Ministry of Church and Education

experimental school	ecole experimentale
teaching practice	pratique pedagogique
attitude	attitude
building	batiment
interpersonal relations	relations interpersonnelles

Project title

Model for the Norwegian Educational System

Organisation/Institute

The Central Bureau of Statistics, Dronningensgt. 16, Oslo-dep., Oslo 1

Project leader (s)

Johan-Kristian Tønder, Erik Hernæs

Bibliographic references

So far, documentation for internal use, available on request, but only in Norwegian.

Background and aim (s)

Simulation of the flows of persons through the Norwegian educational system, with the aim of linking the size of these flows to other variables, among them policy variables. We hope then to obtain:

1. A framework for the analysis of educational behaviour
2. A model for simulation that can be of assistance in making policy decisions concerning the labour market and the educational system.
3. A model that can be used in connection with the other demographic models in the Central Bureau of Statistics.

Size and Composition of sample

The whole population of age 6 years and more

Methods

Year to year flow data between 430 states in relation to the number of people in the delivering state, gives a 430 x 430 matrix of transition ratios. Application of these to the 430 vector of the number of people in the various states in year t, give a projection for the year t+1. The classification in states: People inside the educational system are classified according to which of 143 educational activities they are presently (October 1st) undertaking. People outside the educational system are first classified according to the highest education obtained among the 143, and each group are then split into 2, according to age. One state is for entrances and exits.

Main findings

The flow data in the present version are from 1969 to 1970. Projections to 1974 have been made with these transition ratios and data for entrances, some of which are also projections. There are, however, serious weaknesses in the present version, e.g. are bottlenecks not taken into consideration, and we are therefore working on a more realistic version.

Number of workers

2

Time Schedule

Starting date: October 1971

Period of data collection: Throughout 1972

Date of completion:

Source of finance

The Central Bureau of Statistics

economics of education	économie de l'éducation
educational system	système d'enseignement
Norway	Norvège
educational policy	politique de l'éducation
labour market	marché du travail
manpower need	besoin de main d'oeuvre
statistical model	modèle statistique
demography	démographie

Project title

Frequencies and forms of use of Norwegian school radio

Organisation/Institute

Institute for Educational Research, University of Oslo, Blindern, Oslo 3

Project leader (s)

Gunnar Handal, mag. art.

Bibliographic references

Gunnar Handal:
Bruksfrekvens og bruksform for norsk skoleradio.
Linköping, 1973. Mimeographed, 94 p.

Background and aim (s)

The aim of the project was to describe the situation in Norwegian schools (1st - 9th grade) in relation to the amount of school radio programs used, and the way they were used in the classrom (direct broadcasting or tapes). Besides reasons for not making more extensive use of the programs offered, were studied as well as the situation in the schools as far as technical equipment relevant for use of school broadcasts.

Size and Composition of sample

377 schools in a nationwide, stratified sample comprising appr. 10% of the population of schools with classes between the 1st and the 9th grade. All teachers at these schools also got separate questionnaires. The sample of teachers amounted to appr. 3.200.

Methods

Survey by mailed questionnaire to schools and teachers

Main findings

Standard of technical resources are reasonable in relation to official requirements.
The frequency of program use is rather low compared to the program output and existing program "library". The survey contributes to an increase in frequency of use. Language programs and programs in social studies are used more frequently than other programs. In relation to program output, social studies programs are used most frequently.
Grade 4-6 have the highest use of programs. But altogether 90% of the teachers in the survey did not use any program at all during the week in which they were asked to register their use. Problems referred to are particularly at the receivers end. Respons frequency: schools 43%, teachers 36 %.

Number of workers

One + part time assistant

Time Schedule

Starting date:	Autumn 1970
Period of data collection:	Autumn 1970
Date of completion:	1973

Source of finance

Norwegian Broadcasting Corporation, Research fund.

primary school	ecole primaire
lower secondary	secondaire premier cycle
educational broadcasting	radiodiffusion scolaire
technical equipment	equipement technique
foreign language	langues etrangere
social studies	etudes sociales

VOCATIONAL EDUCATION

Project title

Research and developmental work in vocational education

Organisation/Institute

The National Council for Innovation in Education

Project leader (s)

Consultant Eigil Frøyland

Bibliographic references

Spesialnummer av tidsskriftet Yrkesopplæring,
Yrkesopplæring nr. 7 1973.

Background and aim (s)

Our aim has been to gather information about research and developmental work in vocational education. What needs are there for research in vocational education ? How can this research and developmental work be organised ? What sort of projects should be given high priority ? Are there possibilities for Nordic cooperation in the field of our work in vocational education ?

Size and Composition of sample

Methods

This study is supposed to come up with background information for further action. We have been studying the available litterature in the field. We have administered an inventory of the needs for research. The inventory has been sent to various institutions, industrial branches and schools for vocational training. We have also made excursions to institutions where a certain amount of research and developmental work in vocational education is going on.

Main findings

Number of workers

Time Schedule

Starting date:	1972
period of data collection:	1972
Date of completion:	1973

Source of finance

The Royal Ministry of Church and Education

vocational education	enseignement professionnel
occupational research	recherche relative aux professions
research policy	politique de recherche
organization of research	organisation de la recherche
information need	besoin d'information

Project title

Models for optimal Choice between Educational Alternatives under Uncertainty

Organisation/Institute

Institute of Economics, University of Oslo, Boks 1085 Blindern, Oslo 3

Project leader (s)

Research assistent Asbjørn Fidjestøl (adviser: Prof. Thore Thonstad)

Bibliographic references

Asbjørn Fidjestøl: Optimal Individual Choice between Educational Alternatives under Uncertainty. Memorandum March 25, 1974. Institute of Economics, University of Oslo.

Asbjørn Fidjestøl: Modeller for individuelle valg mellom utdanningsalternativer. Sosialøkonomen Nr. 4 1974. Oslo.

Background and aim (s)

A study of optimal choice between general education, vocational education and employment, assuming uncertainty in the education system. No uncertainty in the labor market. It is assumed that expected discounted lifetime income is maximized.

Size and Composition of sample

Used data mainly from printed sources

Methods

Stochastic dynamic programming

Main findings

1) The main result is that optimal strategies are computed, yielding behaviour rules which should be followed for all alternative outcomes of the uncertain events.

2) The optimal strategy is influenced by the maximum time available for obtaining a given educational level. It also depends upon the discount rate of the individual as well as upon his probability distribution of success at each educational level.

Number of workers

one

Time Schedule

Starting date:

Period of data collection:

Date of completion: March 1974

Source of finance

planning of education	planification de l'education
economics of education	economie de l'education
general education	enseignement general
vocational education	enseignement professionel
system of education	systeme d'enseignement
employment	emploi
income	revenu
occupational aspiration	aspirations professionelles
occupational choice	choix d'une profession
occupational prognosis	pronostic de carriere

Project title

Values in educational and occupational choice

Organisation/Institute

Institute for Industrial Social Research

Project leader (s)

Thor Paasche

Bibliographic references

Utdanningsprosjektet. Valg av utdanning og yrke. Del-rapport nr. 1 (Educational and Occupational Choice). Institute for Industrial Social Research, NTH, Norway, 1974

Background and aim (s)

Studying the relation of values and structural factors to the educational and occupational choice process. The structural factors taken into consideration are the socio-cultural background of the parents, i.e. their educational level and the status and situs dimensions of their occupation.

Size and Composition of sample

Pupils in the 7th grade of the primary school, pupils at the 0-level (9th grade in Norway) and sixth-formers. Total number of pupils is 1477. About a thousand of the pupils' parents participated in the study.

Methods

Questionnaires to pupils, schools and parents.
The pilot project was based on litterature studies and interviews.

Main findings

The data have shown the influence of sex and social background factors on value-orientations, and the relation of values and background factors to the pupils' educational and occupational choice. The data have also shown how the pupils relate the values to specific occupational groups.

Number of workers

1

Time Schedule

Starting date:	1967
Period of data collection:	1967
Date of completion:	1974

Source of finance

The Norwegian Research Council for the Humanities
The Norwegian Institute of Technology

value system	systeme de valeurs
occupational choice	choix d'une profession
social status	status social
socio-economic status	status socio-economique
parental attitude	attitude des parents
sex difference	difference de sexe

Project title

Optimal choice of education and working time

Organisation/Institute

Institute of Economics, University of Oslo, Box 1095 Blindern, Oslo 3

Project leader (s)

Research Assistant Carl-Erik Schulz (adviser: prof. Tore Thonstad)

Bibliographic references

Carl-Erik Schulz: Eksperimenter med optimalbestemmelse av utdannings-omfang og arbeidstilbud.
(Experiments with optimal choice of education and working time).
Memorandum 19.6.1974
Institute of Economics, University of Oslo

Background and aim (s)

Experiments with mathematical models to study optimal choice of education and work during life-time, using a discret model with productivity and wages as a function of education.
It is assumed that the individuals' aim is to maximize discounted life-time income.

Size and Composition of sample

No empirical study

Methods

Main findings

1) It is optimal with full time education (no part-time education). Under certain assumptions, all education should be taken before the working life, and under other assumptions, some education is postponed and taken as adult education.

2) Using different functions for the relationship between education and productivity and/or different values for the parametres in the functions, it is possible to demonstrate how the adult education should be distributed over life-time.

Number of workers

One

Time Schedule

Starting date:

Period of data collection:

Date of completion: May 1974

Source of finance

Norwegian Council for Research in Science and the Humanities
(Norges Almenvitenskapelige Forskningsråd)

mathematical model	modèle mathematique
labour market	marche du travail
manpower need	besoin de main d'oeuvre
occupational choice	choix d'une profession
income	revenu
system of education	systeme d'enseignment
adult education	education des adultes
life-long education	education permanente
recurrent education	education recurrente
productivity	productivite

Project title

A Study of the Civil Engineering Education of the Norwegian Institute of Technology

Organisation/Institute

Institute for Industrial Social Research

Project leader (s)

Thor Paasche

Bibliographic references

Paasche, T.: Student behaviour in relation to norm- and value-system (NTH)
Halgunset, J.: Student perception of engineers and architects (NTH)
Halgunset, J.: Choice of technology as a study and as a career (NTH)
Halgunset, J.: Perception of engineers among students at technical schools
Halgunset, J.: Educational and occupational choice among technical school students
Paasche, T.: Educational and occupational values among students at the Norwegian Institute of Technology

NTH signifies students at the Norwegian Institute of Technology.
Technical schools signify students at a technical college.

Background and aim (s)

Study the teaching-learning situation of the students, especially with regard to values, roles and perception of aims of education.

Size and Composition of sample

First year students at the faculties of Architecture-, Electric Engineering, Chemistry and Mechanical Engineering, second to fourth year students at the faculties of Electric Engineering and Chemistry. Follow-up study of the last two groups for the four year study period.

Methods

Questionnaire. The pilot project was based on litterature studies and interviews.

Main findings

We refer to bibliographic references

Number of workers

3

Time Schedule

Starting date: 1971
Period of data collection:
Date of completion: 1975

Source of finance

The Norwegian Research Council for the Sciences
The Technical University of Norway

engineering
aims of education
role expectation
role perception
value system

ingenierie
finalite de l'education
attente de role
perception de role
systeme de valeurs

Project title

Teacher training and the teaching profession

Organisation/Institute

The Council for Teacher Education in cooperation wit the Central Bureau of Statistics

Project leader (s)

Sigmund Sunnanå

Bibliographic references

Sunnanå, Sigurd: Kva blir det av dei som tek lærarutdanning ?
Vår Skole, nr. 4/5 1974.

Background and aim (s)

Our main aim is to find out how many persons who have a teaching certificate for the elementary school are not in teaching positions in that school. By tracing the carreers of all the persons who completed their teaching certificate in 1965, we hope to reveal some of the factors which influence the stability of the teachers in the school.

Size and Composition of sample

One part of our sample will comprise every person living in Norway in 1970 who was either in the teaching profession or had a teaching certificate. The other part of our sample will comprise every person taking the teaching certificate for the elementary school in 1965. That means approx. 2.000 persons.

Methods

We will use statistical analyses of already existing material.
A questionnaire has also been administered to all the student teachers of 1965.

Main findings

The project is not completed yet.
Tentative conclusions seem to point in the direction of very different carriers for men and for women in the teaching profession.
The men seem to advance more rapidly, taking additional education and getting higher positions. Many of the women leave their teaching profession for some years or they take part time jobs.

Number of workers

Several persons have been engaged in the project part time.

Time Schedule

Starting date:	October 1973
period of data collection:	1974
Date of completion:	1975

Source of finance

The Royal Ministry of Church and Education

teacher education	formation des enseignants
teaching profession	profession d'enseignant
occupational mobility	mobilite professionnelle
supply of teachers	offre d'enseignants
demand for teachers	besoin d'enseignants
sex difference	difference de sexe

Project title

A study of teacher effectiveness

Organisation/Institute

The Section for School Research, the Institute of Social Science, the University of Tromsø

Project leader (s)

Professor Åsmund Strømnes

Bibliographic references

Strømnes, Åsmund L.: Analyse av amerikanske lærardugleiksstudiar, Pedagogisk forskningsinstitutt, Oslo, 1970, Stensil. 21 s.
Strømnes, Åsmund L. og Kleven, Thor Arnfinn: Nordiske lærerdyktighetsstudier. PFI. Oslo 1970. Stensil. 48 s.
Strømnes, Åsmund L. og Kleven, Thor Arnfinn: Eit instrument for vurdering av lærar-dugleik, PFI, Oslo 1971, 26 s.
Strømnes, Åsmund L. og Kleven, Thor Arnfinn: Ein ITV-opplegg i lærarutdanninga. PFI, Oslo. Stensil. 1971. 29 sider.
Strømnes, Åsmund L.: Lærarrekruttar under utdanning. Ein representativitetsanalyse. PFI. Oslo 1972. Stensil. 72 s.
Kleven, Tor Arnfinn: Lærerreaksjoner i kritiske klasseromssituasjoner. Et forsøk på oppøving og måling av en spesiell side ved lærerdyktighet. PFI, Oslo 1972, Stensil. 190 si.
Strømnes, Å.L.: Øvingsopplæring i lærarskolane. Ein studentenquete. PFI. Oslo 1973. Stensil, 205 sider.

Background and aim (s)

Our main aim is to analyse the question whether the ability to teach can be learned in an adult age or whether such an ability is inborn or acquired through early experiences. If this ability can be learned, it is important to look at factors in the teacher education which will help the students learn to become a good teacher. We also aim at analysing components of a concept of teacher effectiveness.

Size and Composition of sample

Our sample consisted of 230 student teachers in the preliminary project and 180 student teachers in our main project.

Methods

We are using fields experiments, personality tests, perception tests, creativity tests and ability tests. We are also making observations.

Main findings

The project has not been completed yet.

Number of workers

3

Time Schedule

Starting date:	January 1970
period of data collection:	1971 and 1972
Date of completion:	1975

Source of finance

The National Council for Innovation in Education, the Norwegian Research Council for Science and the Humanities, and the Royal Ministry for Church and Education.

teacher education	formation des enseignants
teaching aptitude	aptitude a l'enseignement
teaching profession	profession d'enseignant
teaching technique	technique pedagogique

Project title

Persons with teacher training education by sex, domicile and occupation

Organisation/Institute

Central Bureay of Statistics

Project leader (s)

Idar Møglestue and Arild Jeber

Bibliographic references

Background and aim (s)

A part of the educated teachers does not begin to work in schools or they leave the school after a few years. It is important to know the extent of this drop out, i.a. by estimating the need for expansion in the teacher training colleges. This research aims to show the part and the background of the educated teachers who did not work as teachers in 1970.

Size and Composition of sample

Every person with examen from a teacher training college, residented in Norway, 1st of November 1970.
Totally 37.490 persons out of the population census 1970.

Methods

Stock-studies based on frequency tables

Main findings

Number of workers

The project will be carried out by the ordinary staff of the Bureau. About 6 persons involved.

Time Schedule

Starting date: June 1974

Period of data collection:

Date of completion: June 1975

Source of finance

Central Bureau of Statistics

planning of education	planification de l'education
economis of education	economie de l'education
teacher education	formation des enseignants
demand for teachers	besoin d'enseignants
supply of teachers	offre d'enseignants
occupational prognosis	prognostic de carriere
college of education	ecole normale

Project title

Effects of modeling, feedback and experiental supervision on beginning counseling students, communication of empathic understanding

Organisation/Institute

Department of Counseling and Personnel Services, University of Missouri-Columbia, Mo. USA

Project leader (s)

M. Helge Rønnestad, Ph. D. Universitetslektor, Psykologisk Institutt Universitetet i Oslo

Bibliographic references

Unpublished doctoral dissertation, University of Missouri 1973

Background and aim (s)

To investigate the effects of three supervisory procedures, (modeling, feedback and experiential) on counselor empathy and to study sex differences with regard to acquisition of this specific relationship skill.

Size and Composition of sample

Subjects for this investigation were forty graduate students in their first and second semester of study. Subjetcs had received no supervision prior to this investigation.

Methods

All subjects participated as counselors in three simulated counseling interviews. They were assigned on a random stratified basis by sex and supervisor to three experimental groups and to one control group. Subjects in the experimantal groups received one of three supervision treatments after the first and second counseling interviews. Two independent judges rated the subjects' responses using Carkhuff's five-point empathy scale. A three-way analysis of variance and the Dunnett's test for comparisons involving a control mean were applied to investigate if significant differences occured among comparison groups.

Main findings

The results of this study indicated that averaged over sex, the modeling treatment was generally more effective than the feedback treatment which in turn was more effective than the experiential treatment. A significant interaction was found between supervision method and sex. Male subjects responded better to the feedback treatments than female subjects. No difference was found between males and females under the modeling or experiential treatments. Subjects in both the modeling and feedback treatment groups were found to communicate more empathic understanding than subjects in the control group, experiential treatment group and the control group.

Number of workers

Four

Time Schedule

Starting date:	1971
Period of data collection:	Spring 1973
Date of completion:	May 15, 1973

Source of finance

Personally financed

guidance
empathy
sex differences
graduate
psychology
supervision

orientation
empathie
difference de sexe
etudiant diplome
psychologie
surveillance

Project title

Structural conditions for the intellectual development of university students

Organisation/Institute

Institute for Social Research, Munthesgt. 31, Oslo 2, Norway

Project leader (s)

Tove Thagaard (assistant professor)

Bibliographic references

T his study has mainly two aims:

1) To describe Norwegian students' attitudes towards their academic work. We have very little research on this in Norway. It is important to study the variations in students' attitudes between the various academic branches.
2) To study the organizational conditions for students' intellectual development. What kind of structures facilitate students' development ? How do we facilitate learning ? What is the relationship between process and structure ?

The background of this study is an impression of the educational system in Norway as fostering the transmittance of knowledge, and not facilitating the process of learning in the students. This has made me interested in the structural conditions for facilitating learning and development

Background and aim (s)

3.200 students from the University of Oslo. 76 % (2.300) answered the questionnaire. The students are sampled from the following fields: law, medicine, psychology, educational psychology, history, English, biology and physics.

Size and Composition of sample

Methods

Questionnaires by mail

Main findings

1. The University does not develop independent and critical students to the extent that the official goals of the University indicated. I conclude from this that the University encourage the transmittance of knowledge, rather than intellectual development within the students.
2. Students' attitudes vary between the various academic branches. We find most critical and analytical attitudes within the social sciences and the humanities, while students in natural science, law and medicine are more inclined towards the transmittance of knowledge.
3. There is a close interrelationship between academic goals, organisational structure and contents of the field. Because of this, it is difficult to arrive at definite conclusions about the structural conditions for intellectual development, but I have arrived at several hypotheses to work on further.

Number of workers

Time Schedule

Starting date:	April 1970
Period of data collection:	Spring 1971
Date of completion:	Winter 1973 (the report on this study was published in January 1974)

Source of finance

The Norwegian Research Council for Science and the Humanities, and the University of Oslo

student	etudiant
work attitude	attitude envers le travail
university studies	etudes universitaires
intellectual development	developpement intellectuel
curriculum	programme d'etudes
critical ability	sens critique
memory	memoire
knowledge	connaissance
aims of education	finalite de l'education

ADULT EDUCATION

Project title

Adult Education, a statistical review and a survey of participation

Organisation/Institute

Central Bureau of Statistics, Norway

Project leader (s)

Johan-Kristian Tønder and Per O. Aamodt

Bibliographic references

NOS Educational Statistics, Adult and popular education for the years 1969 - 1973-74.
Egil Nilsen: Voksenundervisning i smågrupper, Universitetsforlaget, Oslo, 1963

Background and aim (s)

I Analysing some central trends in adult education 1969-73, using statistical material.
II A study of the relation between recruitement to adult education and social factors, especially:
a) Age, sex, occupation, socio-economic background and geographical variables.
b) Family situation (marital status and number and age of children)
c) Social and cultural activities (e.g. membership in organizations)
By these relations we want to detect whether the adult education today fullfills the governmental goals of creating greater equality in educational opportunities.

Size and Composition of sample

I All participants in activities registrated in the statistics from 1969 - 1973-74, ranging from ca. 230.000 to 400.000.
II A representative sample of the whole population in Norway aged 15 or more in 1971-1972.
Size of sample was 3.54= respondents.

Methods

I Describing the trends in adult education from 1969 to 1973 by analysing the Statistical material collected by the Bureau in this period
II Utilizing the data on adult education registrated in the Time Budget study 1971-72 by the Central Bureau of Statistics. Interviewdata.

Main findings

Number of workers

Time Schedule

Starting date:	August 1974
Period of data collection:	Interviewing in 1971-1972
Date of completion:	June 1975

Source of finance

Central Bureau of Statistics

adult education
recruitment
social status
socio-economic status
geographic origin
access to education
educational opportunity
equal opportunity
family size
aims of education

education des adultes
recrutement
status social
status socio-economique
origine geographique
acces a l'education
chances d'education
egalite de chances
dimension de la famille
finalite de l'education

Project title

Schooling and measured abilities of 19-year-old Norwegian men 1956-1968

Organisation/Institute

Institute of Applied Social Research, Oslo, Norway

Project leader (s)

Vidkunn Coucheron Thrane

Bibliographic references

Thrane V.C.: Adolescent changes in ability in relation to schooling. Preliminary report.
In L. J. Cronbach & P. J. D. Drenth (eds.), Mental tests and cultural adaptation, pp. 305-307. Mouton, The Hague and Paris, 1972

Background and aim (s)

As a supplement to longitudinal studies on development of intellectual functions (see reference), involving methodological problems concerning measurement and analysis of change, the covariation of ability measures and amount of schooling among comparable cohorts of 19-year-old men is investigated over a 12-year period with rapidly increasing secondary schooling.

Size and Composition of sample

The final analysis is made of five cohorts of men examined for military service with the same ability tests as used in the longitudinal studies (1956, -59, -61, -65, and -68), ranging in size from 16 to 28 thousand.

Methods

Comparison of rate of change in amount of schooling and in test scores

Main findings

The measures of ability as well as schooling increased markedly for the cohorts during the 12-year period, and there appears to be correspondence in the rate of change for the two types of measure.

Number of workers

One

Time Schedule

Starting date:	1970
period of data collection:	1970-72
Date of completion:	1974 or 1975

Source of finance

Norwegian Research Council for Science and the Humanities.
Norwegian Ministries of Defense and of Church and Education.

Descriptors	Descripteurs
intelligence test	test d'intelligence
intelligence measurement	mesure de l'intelligence
adolescence	adolescence
intellectual development	developpement intellectuel
system of education	systeme d'enseignement
compulsory education	enseignement obligatoire
secondary education	enseignement secondaire
Norway	Norvege

Project title

Teaching material for leaders of small groups

Organisation/Institute

Institute of Educational Research, the University of Oslo

Project leader (s)

Øystein Lingaas

Bibliographic references

A preliminary report has just been worked out.

Background and aim (s)

Our aim is to develop a self-instructive teaching aid for leaders of small discussion groups. The discussion groups will be formed around the multimedia project NOVU (Nordic Adult Education Project).

Size and Composition of sample

Our sample consists of participants in discussion groups and leaders of such groups.

Methods

We will be using interviews, questionnaires and observation.

Main findings

Number of workers

3

Time Schedule

Starting date:	May 1973
period of data collection:	1973
Date of completion:	December 1973

Source of finance

The Royal Ministry of Church and Education

teaching aids	moyens d'enseignement
small group	groupe restreint
group learning	pedagogie de groupe
group work	travail par equipe
leader	meneur
adult education	education des adultes

Project title

NOVU-project, Nordic Adult Education Project

Organisation/Institute

Ad hoc Nordic cooperation, financed under the Treaty on Nordic Cultural Cooperation

Project leader (s)

Norwegian projectleader: Arne Norborg. Leader of the Steering group: Gunnar Handal

Bibliographic references

Skinningrud, T.: Utdanningsbehov - Behovsanalyse I Fellesrapport
Dimmen, A.: Datainnsamling i surveyundersøkelser, intervju eller postenquet
Handal G. & Norborg, A.: NOVU - et modelprosjekt

Background and aim (s)

The purpose of the project is
a) to test the practical procedure for planning, implementation and evaluation of a multi-media project for adults based on the "systems-approach-model" discussed in the series of study-courses mentioned above.
b) to plan, implement and evaluate such a project in one or more of the participating countries.
c) by so doing
   - to test the applicability of the model in practical real-life situations, and eventually suggest revisions of it
   - to develop a workable multi-media-course for adults
   - to train personnel in the way of work which is required in such projects.

Size and Composition of sample

The TV- and radio-programs are sent by the Norwegian Broadcasting Syst.
The name of the course: On Adults and Youngsters.
The course also consists of textmaterial, shorter booklets and a paperback book.

Methods

In NOVU we try to use an educational technology model for development of adult educational courses

Main findings

The project is not finished yet

Number of workers

Project leader + occasional project assistance

Time Schedule

Starting date: January 1971
Period of data collection:
Date of completion: June 1975

Source of finance

The Treaty on Nordic Cultural Cooperation

adult education	education des adultes
planning of education	planification de l'education
educational need	besoin d'education
teaching aids	moyens d'enseignement
educational broadcasting	rasio-diffusion scolaire
educational television	television d'enseignement
radio	radio
television	television
educational technology	technologie de l'education

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LIST OF INSTITUTES

Alta Teachers College
9500 Alta

Bergen Teachers College
Landåssvingen 15
5000 BERGEN

Bodø Teachers College
Rønvik
8000 BODØ

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Postboks 1067
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Innherredsvegen
7000 Trondheim

Department of Educational Psychology
University of Bergen
5000 Bergen

Halden Teachers College
1750 Halden

Hamar Teachers College
2300 Hamar

Institute of Economics
University of Oslo
Postboks 1085
Blindern, Oslo 3

Institute of Industrial Social Research
The University of Trondheim
7000 Trondheim

Institute for Social Research
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Møre and Romsdal Regional College
6100 Volda

Pedagogical Seminar in Bergen
University of Bergen
5000 Bergen

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Postboks 1099
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Rogaland Regional College
4000 Stavanger

The Central Bureau of Statistics
Dronningensgt. 16
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The Council for Teacher Education
Sommerogt. 15
Oslo-dep.

The Inspector of Schools in Oslo
The Department of Educational Research
Kampen Skole
Normannsgt. 57 b
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Postboks 1100
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7000 Trondheim

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The University of Bergen
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The State Teacher College of Special Education
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The Stavanger School of Social Work
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The State Hospital for Child and Adolescence Psychiatry
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